DOCUMENT RESUME

ED 183 715 AA 001 076

Resources in Education (RIE). Volume 15, Number 8.
Educational Resources Information Center (DHEW), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 80
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $42.70 (Domestic), $53.40 (Foreign).
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, Education, *Indexes
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

information title, author(s), publication date, source or publisher for selected readings, professional jounrals, and bibliographies of instructional materials. A selected list of publishers of commercial materials is also provided. (YLB)

Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on mathematics is divided into three topics. The topics included are Problem Solving, Computation, and Geometry and Measurement. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

ED 183 773 CE 024 232

Fraser, Renee White

Guidelines for Analysis of Socio-Cultural Factors in Health. Volume 4: Socio-Cultural Factors in Health Planning. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50083

Pub Date-79

Contract-282-77-0128

Note-78p.; For related documents see CE 024 223-237.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavior, Behavior Change, Beliefs, *Cultural Influences, *Developing Nations, Evaluation, Guidelines, Guides, Health Education, Health Programs, *Health Services, Medical Care Evaluation, National Programs, *Planning, Psychology, Public Health, Research, *Social Influences, Technology Transfer, Values, Vocational Education

Identifiers-Africa, Asia, Central America, Middle East, South America

Intended to assist Agency for International Development (AID) officers, advisors, and health officials in incorporating health planning into national plans for economic development, this fourth of ten manuals in the International Health Planning Methods Series deals with sociocultural, psychological, and behavioral factors that affect the planning and delivery of health care services in developing countries. Following a brief introduction (chapter 1), chapter 2 describes medical belief systems (definitions of health and illness) in Central and South America, the Middle East, Asia, and Africa. The first part of chapter 3 then discribes the principles operating behind the factors and how the factors function. In the second half hanging behavior is addressed. Chapter 4 outlines the fundamental concepts and concerns of an assessment. Chapter 5 offers practical information on methods of collecting sociocultural, psychological, and behavioral data: how to conduct research, possible problems, and solutions to them. The last chapter discusses obstacles to the transfer of medical technology and methods of overcoming them. It closes with a set of specific questions to be used in guiding an assessment. (A supporting document in the International Health Reference Series containing a literature review and annotated bibliography is available separately as CE 024 226.) (YLB)

ED 183 790 CE 024 326

Stedman, Deborah S.
Project Link-Four: Pre-Vocational Education for Adults through Community Linkages.
Texas Univ., Austin.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.--498AH70123
Pub Date-79
Grant-G007701988
Note-162p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Adult Basic Education, Adult Programs, *Adult Vocational Education, *Basic Skills, *Competency Based Education, Cooperative Programs, *Coordination, Curriculum Development, Government School Relationship, High School Equivalency Programs, Literacy, Minimum Competencies, Prevocational Education, *Program Implementation, School Community Relationship, Student Interests, Student Needs, Technical Assistance, Vocational Interests
Identifiers-Adult Performance Level, Comprehensive Employment and Training Act, Project LINK Four, Texas

The Texas adult performance level (APL) project LINK-FOUR implemented a curriculum based on functional competencies at four sites (Austin, Texarkana, Texas City, and Abilene) and formed linkages with local organizations involved in adult vocational education. The concept on which the project was based was that a set of prevocational skills, plus a set of vocational competencies, would better prepare adult students in their daily lives. Prevocational students involved in the project were clients of CETA (Comprehensive Employment and Training Act Titles I, II, and III), the Texas Rehabilitation Commission, and the Texas Department of Human Resources, as well as students completing their high school diploma or GED (General Educational Development) tests as prerequisites for vocational training. Instruments used to assess student needs and interests were the Student Interest Survey; the Test of Adult Basic Education Reading, Level M; the Adult APL Survey; and the Self-Directed Search. A survey (Pre-Voc) was also developed to assess students' reactions to APL materials after exposure to the curriculum. The report presents analyses of data on student needs and interests, a third-party evaluation of the project, and recommendations for successful implementation of educational linkage projects. (Appendixes include APL training materials, individual career planning form, and sample Pre-Voc survey and APL interview forms.) (YLB) instruction on authentic Blue Ridge Mountain crafts to adult basic education students at a low cost. Contents include notes on the history of candle making; process used, including equipment and materials, as well as method described narratively and graphically; and the followup, where the student is told how to progress to higher levels of proficiency. The Fry readability level of this module is 3.0. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

each of four subject areas, a total of 132 hours of instruction: Basic Procedures in Urinalysis (7 lessons, 48 hours), Basic Procedures in Serology (7 lessons, 24 hours), and Basic Procedures in Parasitology (19 lessons, 60 hours). Instructor materials include outlines of the subject areas and lesson plans listing objectives, texts, references, tools and equipment, training aids, and lecture outline. Student materials include a workbook on basic medical parasitology and text materials from the Army Training Manual 8-227. (YLB)

ED 183 847 CE 024 414

Gardner, David C. And Others

Culinary Arts Teachers Manual. Project HIRE.

Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-160p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, *Cooking Instruction, Cooks, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Instructional Materials, Learning Activities, *Learning Disabilities, Mastery Tests, Mild Mental Retardation, *Occupational Home Economics, Problem Sets, *Remedial Instruction, Secondary Education, Small Group Instruction, Teaching Guides, Vocabulary, *Vocabulary Development
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Culinary Arts series is intended to accompany three dictionary booklets (available as CE 024 415-417) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the fifteen lessons in this set. Master'' copies of the activity sheets and check-up are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

Students? Appended material includes a community career consultant letter and survey, confirmation letters, a brief description of career education, a list of typical student questions, a letter of appreciation, a certificate of appreciation, student thank-you letter formats, and parent letter and permission forms. (LRA)

assessed through a vocational awareness questionnaire completed by students. (LRA)

work assignment questions. Several films and slide tape series are suggesed with the note that instructors may obtain them from an Air Force library or substitute similar materials. (JT)

ED 183 921 CE 024 595

Valiant, Sharon
Women at Work.
Educational Improvement Center, Glassboro, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date- 79
Note-26p.; Not available in paper copy due to colored ink on colored paper. For related documents see CE 024 596-598.
Pub Type- Guides - General (050) - Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographies, *Employed Women, *Females, Futures (of Society), *Nontraditional Occupations, Occupational Information, Resource Materials, *Role Models
Identifiers-Project SELECT

This resource booklet about working women presents role models of interesting women, past and present, many of whom have been successful in non-traditional work roles. Included are brief biographical sketches of working women in early America, during the industrial revolution, the early twentieth century, the Depression, World War II, and modern times. A discussion follows concerning the best jobs for women in the 1980s. A list of classroom ideas and a bibliography for additional reading are also included. (BM) effective; (2) individualized education programs need improvement in quality with more vocational educators involved; (3) procedures for identifying handicapped students are inadequate; (4) testing procedures are good but need to be made more available; and (5) more coordination, placement, followup, and staff development are needed. (Author/BM)

ED 183 961 CE 024 828

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic. Blocks I and II, 8-9.

Air Force School of Applied Aerospace Sciences, Chanute AFB, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-533p.; Some pages will not reproduce well due to small, blurred type. For related documents see CE 024 829-831.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-*Auto Mechanics, Behavioral Objectives, Course Descriptions, Curriculum Guides, Engines, *Equipment Maintenance, *Industrial Arts, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, *Repair, Secondary Education, Skilled Occupations, Study Guides, *Vocational Education, Workbooks
Identifiers-Military Curriculum Project

This plan of instruction, lesson plans, student handouts, and programed texts for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in two blocks of instruction (Blocks I and II), a total of sixty-nine hours of instruction: (1) Publications (2 lessons, 12 hours), including basic math and hand, special, and measuring tools and (2) engines (8 lessons, 57 hours), including engine assembly, servicing, and reassembly; cooling, lubrication, and crankcase ventilating systems; soldering; corrosion control; emission control system; carburetors; governors; and fuel system. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials in Block I include two handouts and seven programed texts and in Block II a study guide, workbook, worksheet, and three programed texts. Military manuals, commercial texts, and audiovisuals are suggested, but not provided. (YLB)

ED 183 982 CG 014 194

Norton-Ford, Julian Norton-Ford, Barbara

What is Assertiveness? Integrating Social, Personality and Clinical Methodologies.

Pub Date-79

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Assertiveness, *Behavior Patterns, Communication (Thought Transfer), *Individual Differences, *Interdisciplinary Approach, *Psychology, *Research Methodology, Sex Differences, Therapy, Validity

Empirical and conceptual issues in the delineation of the construct of assertiveness can be viewed from the perspectives of social, personality, and clinical psychology. Results from a social psychological research program aimed at defining the nature and determinants of assertiveness suggest a need for replication to other subject populations, interpersonal situations, and assertion behaviors to examine problems of continued assertiveness over time, differences in interactions with members of the same or opposite sex, and differences in nonverbal and verbal assertive behaviors. An integrative approach to examining assertiveness is possible through use of empirical clinical methodology whose fundamental guidelines include: (1) an openness to, and quest for, change and diversity in clinical intervention; (2) a reliance on systematic scientific hypothesis testing as a model for clinical intervention; and (3) a commitment to structuring clinical interventions so that clients are taught to control their lives autonomously. (Author)

ED 184 004 CG 014 231

Fisher, Pamila J.

Career and Family Decisions: The Problem and Some Solutions.

Pub Date-Feb 79

Note-19p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (Anaheim, CA, February 16-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Choice, Child Rearing, *Family Planning, Family Structure, *Individual Characteristics, *Life Style, Long Range Planning, Sex Differences, *Sex Role, *Social Attitudes, Young Adults

Expected family lifestyles of young adult men and women were investigated by examining relationships among sex role preferences, expectations for female labor force participation, intended family age, and attitudes toward the provision of child care. Subjects, 715 randomly selected college freshmen, completed a data sheet which combined questions regarding demographic and personal characteristics with a sex role scale. Results indicated that: (1) women may have responded to the motherhood mandate'' because, as a total group, they intended more children than did men; (2) women earned the least traditional sex role scores, were more likely to expect to work and were less likely to prefer a non-working mother to care for their children; and (3) men earned sex role scores which favored more traditional, less equalitarian behavior. (Author/HLM)

15 who are becoming pregnant is not very large (13,000 in 1978), the cost of pregnancy to the girls themselves, their families, and society is very great. Results of data analyses from action research, Planned Parenthood and Health Department records and literature reviews indicate that: (1) illegitimate birth rates are unrelated to seasonal variation; (2) the major source of sexual information is from peer group members; and (3) there is widespread misinformation about the safe time,'' and about availability of contraceptive materials. Intervention projects to deal with adolescent pregnancy can be conducted in school settings, the community, the church, and parent teacher association groups. (Author/HLM)

ED 184 051 CS 005 219

The World of Literacy: Policy, Research, and Action.
International Council for Adult Education, Toronto (Ontario).
Pub Date-79
Note-128p.
Available from-UNIPUB, 345 Park Avenue South, New York, NY 10010 ($9.00 paper)
Pub Type- Books (010) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Adult Basic Education, Basic Skills, Developing Nations, Educational Research, *Literacy, *Literacy Education, Program Content, Program Costs, Program Descriptions, *Reading Instruction, *Reading Skills, *Research Projects, Success

Intended for administrators and students of literacy and education who are not necessarily professional scholars or researchers, this book interprets a large amount of literature about literacy. The first section of the book provides information about the following: factors in the achievement of literacy; planning a literacy program; organization and administration of such programs; program personnel, including the use of both professional and nonprofessional teachers and volunteers, the relationship between teachers and learners, staff training, and the role of supervisors; program participants; curriculum, content, and methods; program costs; and creating and maintaining an environment for living literacy, including the use of the various media, the training of personnel, distribution of reading materials, and information sharing. The second section offers guidelines for educational services as they apply to adult literacy programs and agencies, general adult learning theory, the primary school system, nonformal education, basic education, and research. The final section contains a bibliography and references. (FL)

ED 184 072 CS 005 316

Leckie, Sheila

Using Paperback Books in a Supplementary Program to Improve Reading Competency.

Pub Date-Jun 79

Note-137p.; Individual Report for Ed.D., Nova University. Several pages in Appendices may not reproduce.

Pub Type- Reports - Research (143) - Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Elementary Education, *Independent Reading, *Paperback Books, *Reading Achievement, *Reading Improvement, Reading Interests, Reading Programs, Reading Research, Student Motivation, *Underachievement

A total of 162 elementary school children who were underachieving in reading were selected to participate in a supplementary program that used paperback books to improve reading competency. Exit scores were predicted for each student. The program focused on the following components: encouraging students to read from a wide selection of readily available paperback books; meeting with students to have them informally discuss books they had read and having them respond orally to comprehension questions related to the books; establishing a Reading Is Fundamental program to encourage the development of home libraries; encouraging students to listen to taped stories and discuss comprehension; establishing incentives for students to display reports or illustrations about books they had read; and creating a communication system between parents and teachers to monitor student participation in a home reading program. After participating in the program for one school year, 87% of the students achieved or exceeded their predicted exit scores. An examination of the data indicated that the positive impact of the program resulted in significant annual gains as measured by grade equivalent units on the Metropolitan Reading Achievement Test. Extensive appendixes contain forms, evaluation instruments, and other materials related to the program. (Author/FL)

and evaluation exercises in reading and writing, and adjunct reading materials related to the assigned art projects. The validation of RITA is evidence of its success, inviting the program's expansion and the establishing of art and reading as educational partners. But many avenues of investigation into the RITA program still await consideration, including studies on the commonality of visual perceptual skills in reading and art, the motivations that make the program work, RITA's longitudinal effects on student performance, and the value of RITA as an art education program. (RL) focusing on a different aspect of the teaching of composition. In it a college professor presents a personal narrative of his experience in a BAWP summer institute and how he applied the techniques learned at the institute to his freshman composition class. Among the techniques discussed are Peter Elbow's four-step writing process for increasing writing fluency, the use of peer-review groups to build self-confidence and proficiency, and the use of the five-paragraph theme to help students master the standard formats and conventions of college writing. Other benefits of attending the BAWP institute referred to in the booklet are the suggestions for implementing a cross-disciplinary approach to teaching composition and the encouragement to do the assignments along with students and to share personal writing with them. (AEA)

ED 184 139 CS 205 456

Wolf, Maryanne, Ed. And Others
Thought & Language/Language & Reading.
Harvard Univ., Cambridge, Mass.
Pub Date-80
Note-732p.; Harvard Educational Review Reprint Series No. 14.
Available from-Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138 ($14.95 paper)
Pub Type- Books (010) - Collected Works - General (020) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Book Reviews, *Cognitive Processes, Early Childhood Education, Elementary Secondary Education, *English Instruction, Higher Education, *Language, Language Acquisition, Language Arts, Language Handicaps, *Language Research, Literacy Education, Reading Difficulties, *Reading Instruction, *Reading Processes, Semantics, Verbal Communication

The purpose of this book is to bring together essays first published in the Harvard Educational Review'' that identify and explicate critical issues and positions on language and reading, examine many educational and political problems arising from these issues, and illuminate the historical and philosophical developments that have made literacy and language such prominent educational concerns in the United States for the past 20 years. The essays have been organized into three parts. In the first part, Thought and Language,'' the authors tackle the issues of developing, testing, and defining theories to explain the psychology of reading and language. Philosophical in outlook, the articles in this section are centrally concerned with the source of meaning in human language and the importance of meaning for applied work. The essays in part two, Language and Reading,'' consider pedagogic and learning issues, often setting these within political and social contexts. Finally, in part three, Selected Book Reviews on Language, Reading, and Learning,'' the themes and topics of the preceding sections are recapitulated in selected reviews of books that have contributed significantly to an understanding of language and literacy. The book reviews are organized so as to mirror the historical and conceptual organization of the rest of the volume. (GT)

German philosopher Jurgen Habermas and its implications for argumentation theory and practice. Topics discussed in the six articles are: the main themes of Habermas' research and their relevance to argumentation, Habermas and the dialectical perspective on argumentation, a contemporary linguistic interpretation of the concept of stasis, the contribution of Habermas to rhetorical validity, the rationality theories of Stephen Toulmin and Habermas, and a critical reconstruction of Habermas' holistic approach to rhetoric as social philosophy. (FL)

campaign consultant has increased correspondingly in influence as the media have assumed key roles in presidential campaigns. Consultants seek to manipulate the public media by producing favorable news about their candidate, timing the release of favorable news, and preventing unfavorable news. Consultants also try to effectively use controlled media, such as pamphlets, bumper stickers, and lapel buttons. The effect of increased media and media consultant control over presidential campaigns has made the bland, issueless, and predictable campaign more commonplace and strategically wise. (RL)

ED 184 207 EA 012 514

Dembowski, Frederick L.

An Integer Programming Approach to School District Financial Management.

Pub Date-80

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Programs, Credit (Finance), Elementary Secondary Education, Financial Policy, Interest, *Investment, *Money Management, School Accounting, *School Districts

Because of the nature of school district cash flows, there are opportunities for investing surplus cash and the necessity to borrow cash in deficit periods. The term structure of interest rates makes the manual determination of the optimal financial package impossible. In this research, an integer programming model of this cash management process was formulated and empirically tested. The model determines the optimal timing and amouqts of any investments or loans necessary, resulting in the maximization of net interest earnings. The universal use of this model could result in millions of additional dollars annually in American school district interest revenues. (Author)

and keeping the school supplied with adequate resources. Among the discretionary mechanisms employed are event management, behavior and image control, community involvement, staff reward and punishment, and the principals' use of the system to their best advantage. An extensive review of the literature is included. (Author/LD)

The book of readings is intended for use as supplementary information for a program of workshops on training surrogate parents (focusing on the concepts, attitudes, and skills necessary for an individual to successfully represent exceptional children in the educational decision making process). Considered in the five sections are the following topics (with sample materials in parentheses): (1) state law (questions and answers about a new set of rights for parents and students); (2) Public Law 94-142, the Education for All Handicapped Children Act (a primer on due process); (3) surrogate parenting (a report on Connecticut's surrogate parent program); (4) exceptional children and exceptional programing (a manual on terminology and classification in mental retardation); and (5) due process procedures (a report on state due process procedures). Bibliographies on due process and materials of interest to parents as well as a list of agencies involved with due process are appended. (PHR)

the criteria for determining appropriate grade placement for handicapped children; and that MCT should be considered an option for handicapped children when appropriate. (CL)

ED 183 734 CE 024 108

McCune, Donald A.

Trust Territory of the Pacific Islands Adult Basic Education Program. Evaluation Report, Fiscal Year 1979.

Trust Territory of the Pacific Islands Dept. of Education, Saipan.
Pub Date-Jul 79
Contract-B-910159
Note-85p.; Best copy available.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accountability, Administrator Attitudes, *Adult Basic Education, Educational Assessment, *Educational Objectives, Federal Legislation, Federal Regulation, *Program Administration, Program Attitudes, Program Descriptions, *Program Effectiveness, Program Evaluation, School Districts, State Programs, Statewide Planning, Teacher Attitudes
Identifiers-Adult Education Act 1978, Pacific Islands

The Adult Basic Education (ABE) program conducted by the Trust Territory of the Pacific Islands was evaluated. Data were collected via staff interviews and record reviews during site visits at ABE facilities located in five of six district comprising the Trust Territory. Focus of the evaluation activities was on program administration, instructional performance, achievement of the program plan objectives, and meeting the requirements of the Adult Education Act. The findings indicated that the instructional programs in the five districts are being conducted within the provisions of the Adult Education Act. Although the programs were effectively performing their activities, local conditions and the quality of leadership affected the accomplishments of each program. There was an implied need for an increased level of standardization in basic program administration, organization, and materials. Ten program strengths were identified, including the following: (1) instructional programs in elementary and secondary basic skills are being offered; (2) personnel have a genuine commitment to the program; (3) there is accountability for program administration; and (4) program effectiveness has increased and continues to improve. Two of six program weaknesses are that personnel at all levels need more opportunities to expand their skills, and materials in the classrooms are in many instances inadequate. (This report concludes with seven recommendations. The Adult Education Act and proposed regulations from the Federal Register are appended.) (EM)

ED 183 755 CE 024 150

Earth and Physical Science. Nevada Competency-Based Adult High School Diploma Project.
Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-67p.; For related documents see CE 024 140-151.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, Minimum Competencies, *Physical Sciences, Skills, Tests
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on earth and physical science is divided into twelve topics. The topics included are Geology, Meteorology, Astronomy, Natural Disasters, Chemical Reaction, Laboratory, States of Matter, Force and Energy, Electricity, Radioactivity, Metals, and Household Chemicals. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

ED 183 830 CE 024 391

Military Curricula for Vocational & Technical Education. Refrigeration & Air Conditioning Specialist, Blocks I-II.

Air Force Training Command, Sheppart AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-25 Sep 74
Note-448p.; Small print in diagrams will not reproduce well. For related documents see CE 024 392-393.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Air Conditioning, *Air Conditioning Equipment, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Electric Circuits, *Equipment Maintenance, Equipment Utilization, *Hand Tools, High Schools, Learning Activities, *Machine Tools, Postsecondary Education, Programed Instructional Materials, *Refrigeration, Refrigeration Mechanics, Study Guides, Textbooks, Trade and Industrial Education, Workbooks
Identifiers-Military Curriculum Project

This plan of instruction, study guides, workbooks, and programmed texts for a secondary-postsecondary-level course in refrigeration and air conditioning are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first section of a three-part course (see Note for other sections) intended to train students in identification, location, function, installation, operational checking, servicing, repair, and maintenance of refrigeration and air conditioning systems. Dealing specifically with the use of hand and special tools, refrigeration materials, and electrical principles, this section contains two blocks covering 93.5 hours of instruction: Fundamentals (3 lessons) and Electricity (3 lessons). The plan of instruction contains an outline of the teaching steps, criterion objectives, lesson duration, correlation of tasks with a training standard, and support materials and guidance. Student materials include three study guides with text information, objectives, review exercises, and references; three workbooks with performance exercises; and five programmed texts for individualized instruction. Commercial texts, military technial manuals, and audiovisual aids are suggested, but not provided. Materials may be adapted for individualized instruction, remedial work, or independent study. (YLB)

ED 183 865 CE 024 445

Project S.P.I.C.E. Special Partnership in Career Education. Career/Educational Awareness. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-27p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers-Education Amendments 1974, Florida (Volusia County), Project SPICE

This third in a series of six teaching modules on career/educational awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for one unit of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

ED 183 884 CE 024 506

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Auto Body.

University of Northern Colorado, Greeley.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Jul 79

Note-42p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability, *Auto Body Repairers, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests

Identifiers-Colorado

This basic vocational related skills assessment module in auto body is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 183 902 CE 024 533

Military Curricula for Vocational & Technical Education. Law Enforcement Specialist, 17-11.

Air Force Training Command, Lackland AFB, Texas

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 77

Note-982p.; Not available in paper copy due to small, light type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Communications, Course Descriptions, Curriculum Guides, Drug Abuse, *Drug Education, High Schools, *Human Relations, *Law Enforcement, Learning Activities, Lesson Plans, Police, Police Action, *Police Community Relationship, *Police Education, Postsecondary Education, Programed Instructional Materials, Search and Seizure, Study Guides, Textbooks, Traffic Accidents, *Traffic Control, Vocational Education

Identifiers-*Accident Investigation, Military Curriculum Project, Riot Control, Weapons

These teaching guides and student programmed texts for a secondary-postsecondary-level course in law enforcement are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 162-hour course is to provide knowledge and skills in law enforcement concerning weaponry, drug abuse, confrontation control, legal aspects, law enforcement operations and commuqication, and public relations. Plans of instruction, which suggest number of hours of class time devoted to each course objective, are based on the following outline of four blocks of instruction: Weapons Qualification (3 lessons, 34 hours), Orientation and Law Enforcement Psychological Management (2 lessons, 24 hours), Law Enforcement Procedures and Physical Management of Individuals (3 lessons, 34 hours), and Law Enforcement Operations, Commuqications, and Police Human Relations (6 lessons, 70 hours). The teaching guides contain lesson plans listing objectives and presentation, application, and evaluation of student knowledge of information. For some lesson sections, tests are included. Student materials include student texts, sections of manuals, handouts with supplemental exercises and materials, and review exercises with answers (study guides). Programmed texts are provided as sections of blocks I, II, and IV. (YLB)

ED 183 942 CE 024 665

Rumble, Richard R.

Mainstreaming Handicapped Students. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools. A Research Project in Vocational Education in the Portland Public Schools.

Portland Public Schools, Oreg.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- Apr 79

Note-181p.; Some pages with small, light type will not reproduce well. For related documents see CE 024 664 and ED 162 475-479.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Administrator Guides, *Disabilities, Educational Planning, *Guidelines, High Schools, *High School Students, Individualized Instruction, *Mainstreaming, *Program Implementation, *Vocational Education

Identifiers-Education for All Handicapped Children Act, Oregon (Portland)

This guide addresses steps that must be taken at various administrative levels and at the course or program level in order to successfully implement P.L. 94-142 (see CE 024 664). The guidelines, called action steps, are organized and discussed in the following categories: central administrative action; area administrative action; building level action; and course or program level action. A chart is provided giving a brief description of all the steps to be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. An annotated bibliography is also included. Several materials are appended, including Portland Public Schools Policies and Procedures regarding programs in special education; related process forms and planning formats; program outlines; and survey results and other supporting data. (BM)

ED 184 028 CG 014 258

Sandlin, Blan E.

Elementary Guidance in Oklahoma: A Tentative Handbook. Working Copy.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date-76

Note-173p.; Portions of supplement not filmed due to geographic specificity of information.

Pub Type- Guides - General (050) - Reference Materials (130)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Counselor Role, Elementary Education, *Group Activities, Guidance Objectives, *Guidance Personnel, Guidance Programs, *Program Development, *Resource Materials, *School Counseling, School Counselors

Identifiers-*Oklahoma

This guide is designed to assist counselors responsible for the development and implementation of guidance programs at the elementary school level, and is based on the philosophy that guidance programs should be both comprehensive and developmental. The following areas are addressed: (1) program planning; (2) counselor job descriptions and role in relation to other school personnel, students, and parents; (3) the counselor as consultant, coordinator, and evaluator; and (4) sample effective guidance programs. Sample forms for use with students and staff members are provided, as well as appendices containing a bibliography and outlines for specific guidance activities. Although geographically specific, this guide is a resource which can be used to supplement the creative efforts of those working in elementary guidance. (Author/HLM)

ED 184 095 CS 005 343

Corwin, Sylvia Mortensen, Erik

Improving Visual Perceptual Skills in Art Classes in Secondary Schools, School Year 1975-1976.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date- 76

Note-21p.; For related documents see CS 005 342 and ED 144 029-032.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Art Activities, *Art Education, Integrated Activities, *Interdisciplinary Approach, *Program Effectiveness, *Program Evaluation, *Reading Achievement, *Reading Instruction, Reading Research, Remedial Reading, Secondary Education, Validated Programs

Identifiers-*Reading Improvement Through Art

The Reading Improvement Through Art (RITA) program, an interdisciplinary approach to remedial reading that combines reading and visual arts activities, was evaluated in nine New York City high schools. A total of 240 students participating in the program were pre and posttested during the fall 1975 and spring 1976 semesters. The results of this evaluation showed that the participating students made exceptional growth in reading, growth that was beyond statistical expectations. The school attendance of the participating students also showed improvement. Based on these data and comments from reading teachers who participated in RITA, the program received a positive evaluation, with recommendations for its continuation and expansion. (RL)

ED 184 117 CS 205 417

Miles, Josephine

Working Out Ideas: Predication and Other Uses of Language. Curriculum Publication No. 5.

California Univ., Berkeley.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-79
Note-58p.; Project also sponsored by University of California, Berkeley.
Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cognitive Development, Educational Research, *Expository Writing, Higher Education, Student Improvement, Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Skills
Identifiers-*Bay Area Writing Project, *Composition Process

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The introduction describes an analysis of predication that offers teachers insights into ways of helping students develop an expository thesis and study more closely and consciously the relationship between a subject and an idea about the subject. The rest of the booklet is a collection of essays written by the author over a period of 40 years on the power of students to compose their thoughts and the power of teaching to help them. The first essay describes the results of an experiment with a freshman composition class; the second essay summarizes the report of a subcommittee established in 1950 to study students' actual classroom writing abilities and means of improvement; the next two essays deal with the principle of using reason in writing, and the next two with more technical analyses of the way language works in selecting subject and style. The last essay is a general restatement of what is already known about composition and what research has yet to uncover. (AEA)

ED 184 161 CS 502 836

McCorkle, Suzanne

The Language of the Saturday Morning Ghetto.

Pub Date-Feb 80

Note-34p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aggression, *Characterization, Childhood Attitudes, *Childrens Television, Content Analysis, Interpersonal Relationship, Language Usage, *Oral Language, *Programing (Broadcast), *Speech Communication, *Television Research

A content analysis was conducted to assess the verbal climate of Saturday morning television programs, the types of verbal aggression that appear in them, and the way verbal responses relate to other program variables. Three content analysis tools were developed and applied to ten half-hour program blocks drawn randomly from the regularly scheduled programs broadcast in the Denver, Colorado, area by the three network affiliates. Among the conclusions were that the white male adult was vocally and visually dominant in the programs and that several social stereotypes were reinforced. Television characters usually operated from a neutrally valued verbal cluster (stating feelings and opinions, observing, describing, or instructing), but when the dominant mode of verbal response was not used, the verbal behavior became more defensive, personally attacking, and commanding. The programs exhibited less positively valued communication behavior by attractive than by unattractive characters, and they implied that supportive communication does not help, and defensive communication does not really hinder, problem resolution. Although defensiveness was associated with less real'' character types (animated characters and nonhumans), the extent to which young children attend to nonhuman characters is not known at this time. (GT)

ED 184 184 CS 502 871

Winn, Larry James Kell, Carl L.

Group Syntality and Parliamentary Procedure.

Pub Date-Nov 79
Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Problems, *Decision Making, *Group Dynamics, Group Unity, Higher Education, Leadership, *Parliamentary Procedures, *Speech Communication, *Teaching Methods
Identifiers-*Cattell (Raymond B)

The group syntality concept of Raymond B. Cattell furnishes a useful framework for teaching parliamentary procedure. Although there are contrasts between the histories, subject matters, and perspectives of the areas of parliamentary procedure and group dynamics, teachers and students of parliamentary procedure might profitably draw from some of the research and concepts associated with group dynamics. Cattell's theory may be used by parliamentary procedure teachers to provide an understanding of group syntality, which consists in large part of synergy (the total amount of energy that a group brings to bear on its activities), and to offer a perspective on leadership any behavior that influences group syntality. Teachers can point out such obstacles to effective group decision making as inadequate preparation, hasty decision making, prolonged or imbalanced discussion, insufficient group cohesiveness, and the phenomenon of groupthink,'' as discussed by Irving L. Janis, in which groups fail to consider the full range of options available to them in making decisions. The group syntality perspective provides an effective framework for integrating parliamentary rules and relevant principles of group dynamics and also heightens the responsiblity of individual group members. (GT)

ED 184 231 EA 012 545

Abramowitz, Susan
The Hidden Costs of Decline.
Pub Date-80
Note-16p.; For a related document, see EA 012 547.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Budgeting, *Declining Enrollment, Educational Quality, Elementary Secondary Education, Program Descriptions, *School Closing

Enrollment decline raises questions about decision-making in school systems and about the kinds of solutions to problems that arise. According to this paper, one of two related documents, policymakers, educators, and community members need to be aware of the hidden costs and concerns resulting from different solutions. It addresses questions of costs in terms of sacrificing school size, equity, and quality. The paper concludes that options exist, but each option has different costs and benefits associated with it. Every community has to decide what kind of education it wants to buy and how much it is willing to pay for it. (Author/LD)

ED 184 275 EC 123 424

Bureau of Education for the Handicapped/Handicapped Children's Early Education Program. 3rd Year Final Report. Report Period 1978-1979.

Good Samaritan Hospital and Medical Center, Portland, Oreg.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; Oregon State Dept. of Education, Salem. Special Education Section.; Oregon State Dept. of Human Resources, Salem.

Pub Date-79

Grant-G00762087

Note-181p.; Parts in appendixes contain marginal print

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Achievement, Agency Cooperation, *Demonstration Programs, Hospitals, Inservice Education, *Neurological Impairments, Parent Participation, *Program Effectiveness

The final report of a 3 year federally funded project for neurologically handicapped children focuses on accomplishments in the following nine areas: direct and supplementary services for children's services, parent/family participation, assessment of child progress, inservice training for project staff, training for personnel from other programs and agencies, demonstration and dissemination activities, coordination with other agencies, continuation and replication, and the project's advisory council. The bulk of the document is composed of appended material, including data on diagnosis and evaluation, parent training, classroom skill development and behavior, inservice training, incidence, and finance. (CL)

ED 183 810 CE 024 362

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mountains. Caning.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.

Pub Date-Jan 78

Note-15p.; For related documents see CE 024 358-362.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, *Handicrafts, Job Skills, Readability

Identifiers-Blue Ridge Mountains, *Caning

This module on chair caning is one of eight modules designed to provide instruction on authentic Blue Ridge Mountain crafts to adult basic education students at a low cost. Contents include notes on the history of caning; process used, including equipment and materials, as well as method described narratively and graphically; and the followup, where the student is told how to progress to higher levels of proficiency. The Fry readability level of this module is 3.5. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

ED 184 255 EC 123 248

Stulac, Josef F., II Olive, John

Special Education Competencies for Teachers Project: A Staff Development Program. Final Report FY 79.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.

Spons Agency-Georgia State Dept. of Education, Atlanta.

Pub Date- 79

Note-82p.; A part of the Project SECT series; Some figures have marginal print; For final report year 2, see ED 169 708; For other related materials, see EC 123 249-251

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annual Reports, Certification, *Competency Based Teacher Education, *Disabilities, Elementary Secondary Education, *Evaluation Methods, *Learning Modules, Professional Training, Program Evaluation, *Special Education Teachers, Training Objectives

The final report on the third year of a 5 year program to investigate performance based certification procedures for special education teachers and to assess teacher competency is presented. Nineteen competency areas were identified and modules to train teachers in each of the competencies were developed. A study of 56 special education teachers was undertaken to assess the effectiveness of the modules. The teachers were divided into two groups and both groups were given a competency assessment instrument. One group received the modules; one group served as a control. Half of each group was told the results of the ratings. Findings of the study indicated that knowledge of ratings made no difference. In every case the group which took training did better during the second assessment than the control group. A workshop evaluation of the modules, data on scores, and participant evaluation

are among tables included in the appendix. The assessment instrument is also appended. (PHR)

ED 183 811 CE 024 363

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mountains, Corn Shuck Dolls.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
Pub Date-Jan 78
Note-12p.; For related documents see CE 024 358-367.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, *Handicrafts, Job Skills, Readability
Identifiers-Blue Ridge Mouqtains, *Dolls

This module on corn shuck dolls is one of eight modules designed to provide instruction on authentic Blue Ridge Mountain crafts to adult basic education students at a low cost. Contents include notes on the history of the dolls; process used, including equipment and materials, as well as method described narratively and graphically; and the followup, where the student is told how to progress to higher levels of proficiency. The Fry readability level of this module is 2.5. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

ED 183 922 CE 024 596

Cathie, Shirley B.

Select...from All Your Options. Teacher Guide to Vocational Education.

Educational Improvement Center, Glassboro, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-79
Note-84p.; For related documents see CE 024 595-598.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Affirmative Action, *Career Choice, *Career Education, *Career Planning, Employed Women, Employment Statistics, Federal Legislation, Junior High Schools, Learning Activities, Self Evaluation (Individuals), *Sex Fairness, Social Change, State Legislation, Teaching Guides, *Vocational Education
Identifiers-Project SELECT

Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation. SELECT consists of three handbooks for middle or junior high school students, teachers, and parents and a resource booklet entitled Women at Work.'' These materials are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside the home and other changes taking place in American society. This document includes the handbook for teachers and is divided into five units. These units provide information and activities to help the student in the following areas: (1) thinking about career options open to them; (2) understanding the laws promoting sex equity in education; (3) exploring individual interests, abilities, and training needs; (4) becoming more aware of social changes, especially changes in the labor market for women; and (5) utilizing this handbook and other resources in planning for the future. A glossary of important terms is also included. (BM)

ED 183 983 CG 014 195

Kiyak, H. Asuman

Age and Residential Factors in Environmental Preference.

Pub Date- 79
Note-13p.; Table 2 is of marginal legibility; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, College Students, Comparative Analysis, *Environmental Influences, Gerontology, *Individual Needs, *Institutionalized Persons, *Life Style, Older Adults, Place of Residence, *Relocation

The relationship between age and residential factors in environmental preference was investigated by measuring the degree to which recently institutionalized elderly adapted to the new environment. Their needs and preferences for environmental qualities of stiumulation, order and privacy were assessed and compared with a matched sample of older adults living in the community, college students, and recently institutionalized adults. Subjects were administered the 30-item Environmental Preferences Questionnaire. Results indicated that all older adults preferred more order, more territoriality, less isolation, less solitude, and less stimulation than did younger respondents. The community older adults expressed greater preference for order, stimulation, territoriality, and solitude than did institutionalized older adults. (Author/HLM)

ED 184 005 CG 014 232

Miller, Arthur H. And Others

Age Consciousness and Political Mobilization of Older Americans.

Pub Date-Nov 79

Note-30p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors- Age, Behavior Patterns, Group Dynamics, Group Membership, *Identification (Psychology), National Surveys, *Older Adults, Political Power, *Political Socialization, *Power Structure, *Socioeconomic Influences

Shared group consciousness among individuals of ascriptively deprived social categories acts to mobilize strongly identified group members, suggesting that old age identifiers among elderly Americans should also participate in politics at higher rates than those found for non-identified older people. Survey data from both the 1972 and 1976 presidential elections, however, reveal that the opposite is true old age identifiers were less politically involved than the elderly who did not identify with older people.'' Alternative theoretical explanations are offered for the observed negative correlation between old age identification and participation: (1) old age identifiers are disadvantaged by low levels of human and socioeconomic resources which prevent them from participating; (2) the unexpected lack of involvement among the age conscious elderly is a reflection of the personal powerlessness and apathy associated with popular stereotypes of the aged; and (3) both individual and group related attitudes of political efficacy influence participation. A multivariate empirical test of these different hypotheses indicated that the political participation of elderly Americans is affected by their socioeconomic resources and perceived influence. (Author)

ED 184 208 EA 012 515

Dembowski, Frederick L.

The Effects of Declining Enrollments on the Instructional Programs of Public Elementary and Secondary Schools.

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Assisted Instruction, *Curriculum, *Declining Enrollment, Dropout Rate, Elementary Secondary Education, Nontraditional Education, Questionnaires, School Districts, Surveys, Teacher Characteristics, *Teaching Methods

Using a nationwide survey of 95 school districts, this study attempted to assess the patterns and effects of declining enrollment. The survey examined the current effects of declining enrollment on instructional and supervisory programs. Utilizing a random sample of school districts stratified by size of district in 1977, region, and percent of school population change from 1970 to 1977, the author sent questionnaires to school superintendents in districts across the United States. Results indicated definite differences between schools with decreasing and increasing enrollments. Districts with declining enrollment showed less decrease in dropout rates. They also had older teachers, and more early retirement programs and required teachers to be able to teach in more subject areas. The effects of declining enrollment relateo to instructional issues were increased use of alternative education and computer assisted instruction methods, a shortened materials replacement cycle, and changes in the quality of the program. Staffing, course offerings, courses taught, and facility space allocated were decreased more in academic than in vocational curriculum areas. (Author/JM)

ED 184 232 EA 012 546

Abramowitz, Susan

Secondary Education Rethought. Statement Before the Subcommittee on Elementary, Secondary, and Vocational Education.

Pub Date-23 Jan 80

Note-17p.

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum, *High Schools, *Private Schools, *Public Schools, Secondary Education

This paper discusses problems with high schools today, how public and private schools differ in their programs, and changes in high school curriculum. (Author/LD)

ED 183 716   CE 018 663

Snell, Ednell M. Snapp, Betty Lou

Curriculum Manual: 6th, 7th, 8th Grades.

New Mexico Univ., Albuquerque.

Spons Agency-New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.

Pub Date-78

Note-481p.; Some parts of this document will not reproduce well due to colored paper.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-Child Development, Clothing Instruction, Consumer Education, *Curriculum, Decision Making, Educational Objectives, Family Life, Foods Instruction, Grade 6, Grade 7, Grade 8, *Home Economics, Individual Development, *Instructional Materials, *Middle Schools, Nutrition, Self Concept, Teaching Guides

This home economics curriculum for the middle school (grades 6-8) is designed to assist students in developing self-concept, making decisions, and developing basic skills. Written by a group of home economics teachers, this curriculum contains nine learning packages on the following topics: (1) consumer management; (2) decision management; (3) family and personal development; (4) clothing and textiles; (5) grooming and health; (6) housing; (7) food preparation; (8) nutrition; and (9) child development. Each packet has been developed at three grade levels and contains the following instructional elements: unit objectives, specific objectives, directions for teaching, information sheet, assignment sheets, job sheets, tests, and answer sheets. (BM)

ED 183 756 CE 024 151

Life Science. Nevada Competency-Based Adult High School Diploma Project.

Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-56p.; For related documents see CE 024 140-150.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Biological Sciences, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, Minimum Competencies, Skills, Tests
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on life science is divided into twelve topics. The topics included are Life Process, Cells, Levels of Organization, Organ Systems, Food and Oxygen-Photosynthesis, Cycles, Energy, Resources, Cell Division, Sexual Reproduction, Inheritance, and Predicting Heredity. Competency statements and performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

ED 183 848 CE 024 415

Gardner, David C. And Others

Culinary Arts Dictionary 1. Project HIRE.

Boston Univ., Mass. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--498AH70309

Pub Date- 79

Grant-G007701947

Note-82p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiovisual Instruction, *Autoinstructional Aids, *Cooking Instruction, Cooks, Definitions, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Individual Instruction, Instructional Materials, *Learning Disabilities, *Occupational Home Economics, *Remedial Instruction, Secondary Education, Small Group Instruction, Vocabulary, *Vocabulary Development

Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Culinary Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains five lessons: (1) Cutting; (2 3) Measuring, (4) Mixing, and (5) Straining. The format for each lesson includes directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 416 and CE 024 417. An accompanying teacher's manual is available separately as CE 024 414. (This is one of five series of materials developed by Project HIRE. The two volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 866 CE 024 446

Project S.P.I.C.E. Special Partnership in Career Education. Attitudes and Appreciations. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-40p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Behavior, *Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Student Attitudes, Teaching Guides, *Work Attitudes
Identifiers-Education Amendments 1974, Florida (Volusia County), Project SPICE

This second in a series of six teaching modules on attitudes and appreciations is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learing activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

ED 183 885 CE 024 507

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Drafting.

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-41p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, *Drafting, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests
Identifiers-Colorado

This basic vocational related skills assessment module in drafting is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 183 943   CE 024 672

Lambert, Michael P., Ed. Welch, Sally R., Ed.
Home Study Course Development Handbook.
National Home Study Council, Washington, D.C.
Pub Date-80
Note-256p.
Available from-National Home Study Council, 1601 18th Street, N.W., DC 20009 ($15.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Accounting, Adult Education, Audiovisual Aids, Authors, *Correspondence Study, Course Content, Course Objectives, Courses, *Curriculum Design, *Curriculum Development, Editing, *Home Study, Material Development, Multiple Choice Tests, Readability Formulas, *Test Construction, Textbook Preparation, *Textbook Publication

Intended for independent study directors, course authors, and directors of home based or distance learning projects, this collection of current, practical guides on correspondence course development contains fourteen chapters authored by practicing home study educators and experts in their field. From Theory to Practice lists steps in course production from subject selection through revision program implementation. Naming the Parts lists course components with a profile of a home study course and glossary included. Approaching Course Development offers guidance on planning. Supervising Course Authors discusses author selection and gives a sample author's contract. Writing Objectives shows how to prepare good instructional objectives. (A review quiz follows.) Working Magic with Manuscripts provides checklists for copy editing. Managing Text Readability discusses reading level formulas and provides practice examples. (The Dale list of 30,000 Familiar Words is appended.) Writing Examples uses practical examples in describing multiple choice test preparation. Audio Visual Material discusses their effective use. Course Design and Layout overviews techniques available to the course developer. Managing Course Production discusses step-by-step text production. (Proofreader's marks and glossary are appended.) Creative Course Packaging presents design principles. Completion Rate Studies defines terms, provides examples, and includes a quiz. Financial Analysis explains basic cost accounting principles (relationships among course price, volume, and profit analysis). (YLB)

ED 184 029 CG 014 269

Dager, Edward Z. McCullough, B. Claire

Family Integration: A Multi-Dimensional Concept.

Spons Agency-Maryland Univ., College Park. Computer Science Center.
Pub Date- 76
Note-26p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Family (Sociological Unit), *Family Relationship, Family Structure, *Group Unity, *Measurement Techniques, *Nuclear Family, *Parent Influence, Research Projects, Social Science Research, Sociology, *Test Construction, Validity
Identifiers-*Family Integration Index

Although family integration is a much-used concept in sociological research on the family, there has been no consistency in its definition or measurement. Numerous factors representing family integration have been combined to develop a measure, the Family Integration Index, designed to be a more valid and reliable measure of the multi-dimensional concept than currently exists. Family integration is a multi-dimensional concept which has three stable dimensions representing three functions of the family (cohesion, expressive functions and instrumental fuqctions). Arguments made for a measure which does not include items directly tapping relationships with father or mother results in an index which can be unambiguously administered to individuals from nuclear families of various configurations. (Author)

ED 184 052 CS 005 222

Vaughan, Joseph L., Jr., Ed. Gaus, Paula J., Ed.

Research on Reading in Secondary Schools: A Semi-Annual Report, Volume 2, Number 2. Monograph Number Three.

Arizona Univ., Tucson.

Pub Date-79

Note-77p.; Best Copy Available

Pub Type- Collected Works - General (020) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Content Area Reading, Educational Research, Graphs, *Learning Theories, Literature Reviews, Readability Formulas, *Reading Comprehension, *Reading Research, *Reading Skills, Secondary Education, *Study Guides, Teaching Methods

Identifiers-Ausubel (David P), *Dale Chall Readability Formula

This monograph is the third in a series of semiannual reports of research related to reading in secondary schools. The first section of the monograph is made up of three research studies on the validation of teaching procedures to facilitate students' comprehension of content area texts, the graph-reading abilities of seventh grade students, and a comparison of three editions and the sample frequency of the Dale-Chall Readability Formula. The second section contains literature reviews of study guides as aids to learning and of research related to reflective reaction activities, based on David Ausubel's theory of learning. (AEA)

ED 184 073 CS 005 317

Nicholson, Nell C.
Did You Create Memories Today?
Pub Date- 79
Note-11p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childhood Attitudes, Childrens Literature, College Students, Early Childhood Education, *Early Experience, Elementary Education, Higher Education, *Literature Appreciation, *Parent Role, Parent Teacher Cooperation, *Reading Attitudes, Reading Research, Teacher Education, *Teacher Role
Identifiers-*Reading to Others

Young children's experiences in being read to are often the first in a chain of events leading to the acquisition of reading skills and a love for reading. When asked to write accounts of their early memories related to literature, 75 students in uqiversity-level children's literature courses mentioned their mothers more frequently than any other individuals (47 respondents), followed by teachers (34 respondents), fathers (8 respondents), and other persons. Among other findings were that every student except one recalled pleasant memories in their early experiences with literature, that Mother Goose was by far the most popular form of poetry remembered, and that a wide range of books was recalled as favorites. Students' comments suggested the pleasure that being read to in early childhood had brought them. Although students recalled experiences with their mothers most frequently, the teacher's role in reading to children is extremely important. Studies show that primary teachers read aloud regularly to their pupils but that this practice is not as common in middle grades; yet reading aloud to middle grade children is also quite important. It is also important for parents and teachers to cooperate to provide children with good reading experiences and for them to become aware of the importance of the cycle in which enthusiastic adults share literature with children. (GT)

ED 184 096 CS 005 344

McKeag, Robert

The Wisconsin State Reading Association Studies Chapter 29 and Reading in the State.

Pub Date-Apr 80

Note-13p.; Paper presented at the Wisconsin State Reading Association Spring Conference (Oconomowoc, WI, April 17-19, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, Elementary Secondary Education, Job Skills, Reading Consultants, *Reading Instruction, *Reading Research, *Reading Teachers, State Legislation, Surveys, *Teacher Education, *Teacher Role

Identifiers-*Wisconsin

In response to concerns about the adequacy of the preparation provided for reading specialists in light of the duties spelled out for them in a 1977 Wisconsin statute, a study was undertaken to obtain perceptions of the responsibilities of reading professionals from Wisconsin school administrators and reading specialists. A total of 253 administrators and 253 reading professionals (59% response rate) completed a survey form on which administrators indicated their perceptions of the importance of each of 36 items, while reading professionals indicated the adequacy of their training for each item. The items were related to reading teachers' credentials and experience and to their job, interpersonal, administrative, and coordination skills. Analysis of the results revealed a wide discrepancy between the high importance attached to all the items by administrators and the self-perceived adequacy of the reading professionals' training. There were only two items for which the ratings reflecting adequacy of training were higher than the ratings reflecting the importance attached to the items by administrators. (GT)

Parker, Ellen

The Conversational Unit: An Investigation of Communicative Competence in Emerging Language.

Pub Date-Feb 80

Note-16p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, *Communicative Competence (Languages), Connected Discourse, Infants, Interaction Process Analysis, *Language Acquisition, *Language Patterns, Language Research, Mothers, *Parent Child Relationship, Parent Role, Preschool Education, *Speech Communication, Young Children

The development of the Conversational Unit (CU) was investigated in a semilongitudinal study of three mother/son dyads in nonstructured spontaneous communication. The children were 19 to 23 months old at the start of the investigation. Sound films were recorded monthly during bathing and feeding times. After four months, verbal and nonverbal interactions were transcribed and the conversational units verbal exchanges on one topic were identified and timed. Inter- and intrasubject comparison of CU length, conversation initiator, and topic temporality were computed. Patterns of CUs were similar for all subjects. Gestural support of CUs was similar for all dyads over time. Ability to sustain conversation significantly increased for two subjects. Changes in initiating conversation were dependent on maternal role. CUs accounted for 50% of the samples taken during the fourth month. Evidence of emerging communicative competence was seen in conversation participation, communication about past and future, and functional use of language for communicative purposes. (Author/RL)

ED 184 276 EC 123 439

Bullock, Lyndal M. Reilly, Thomas F.

The Adjudicated Adolescent in Contemporary American Society: A Research Report.

North Texas State Univ., Denton.
Pub Date-79
Note-75p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Adolescents, *Delinquency, *Demography, Drug Abuse, Exceptional Child Research, Family Characteristics, Intelligence Quotient, *Predictor Variables

The purpose of the investigation involving 200 adolescents was to develop a descriptive profile of the adjudicated adolescent. The investigator sought to determine if predictive factors were discernable from an ex post factor analysis of data. Six instruments were utilized in obtaining the data: the Wechsler Intelligence Scale for Children (WISC); WISC-Revised; Wechsler Adult Intelligence Scale; Wide Range Achievement Test; Bender Visual Motor Gestalt Test; and Rorschach Test. Descriptive statistics were used to analyze the data. Demographic data were analyzed first. Among significant relationships found were those between Ss from broken homes and Ss who had experienced some type of drug intake immediately preceding the offense(s) for which the Ss were apprehended and adjudicated. When scholastic data were analyzed, significant relationships were found between Ss with learning problems and Ss who experienced some type of drug intake; and intelligence quotient of Ss and races of Ss, Ss from broken homes, Ss who experienced some type of drug intake, and Ss with learning problems. Among conclusions were that home status of delinquent Ss is reflective of the increasing number of delinquents who come from broken homes and delinquents from the current study are younger and brighter than the delinquents of previous years. (Author/SBH)

ED 183 735 CE 024 110

Detwiler, Wayne L., Sr. And Others

A Pennsylvania State University Competency Based Teacher Education Program for Industrial Education Teachers Phase Two.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-1 Nov 79

Note-143p.; Light type in charts will not reproduce well. For a related document see ED 174 753.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Competency Based Teacher Education, *Curriculum Development, Curriculum Evaluation, Curriculum Research, Higher Education, Industrial Arts, *Inservice Teacher Education, *Instructional Materials, *Preservice Teacher Education, *Trade and Industrial Education, Vocational Education

To provide the basis for implementation of a competency based teacher education (CBTE) program, the second of three phases of a university CBTE project involved pilot inservice, pilot preservice, and course infusion components in industrial education. Thirteen beginning industrial education teachers representing eleven different occupational areas participated in the inservice CBTE study, which utilized a self-paced, open entry-open exit, minimum performance specified credit system, and criterion referenced grading. Positive conclusions can be drawn from questionnaire results on inservice teachers' perceptions of CBTE. The preservice pilot, accomplished in three steps, using industrial arts students during successive terms in the 1978-79 academic year, culminated in three recommendations: (1) that CBTE be expanded to include all pre-professional courses; (2) that textual material of any kind be selected solely on the basis of utility; and (3) that further studies be conducted to ascertain alternate methods of instruction that meet the learning styles of individuals. Supplemented use of seven performance based teacher education (PBTE) modules developed by the National Center for Research in Vocational Education at Ohio State University and infused into Industrial Education 19v, resulted in a rise from the 10th to the 85th percentile over the phase 1 evaluation on student teachers' evaluation of the suitability of textbooks and/or materials.'' An Advisory committee suggested use of instructional resource centers to support CBTE, and an administrative/supervisor meeting summarizing the three projects received favorable reactions. (Appendixes include evaluation instruments used in the studies.) (MEK)

ED 183 774 CE 024 233

Porter, Dennis R. And Others

Guidelines for Analysis of Health Facilities Planning in Developing Countries. Volume 5: Health Facilities Planning. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50084

Pub Date-79

Contract-282-77-0128

Note-92p.; Parts of this document may not reproduce well due to small, light type. For related documents see CE 024 223-237.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Architectural Research, Building Design, *Climate, *Developing Nations, *Geographic Location, Guidelines, Guides, Health Education, *Health Facilities, Health Programs, *Health Services, Models, National Programs, Needs Assessment, *Planning, Public Health, Social Influences, Vocational Education

Intended to assist Agency for International Development (AID) officers, advisors, and health officials in incorporating health planning into national plans for economic development, this fifth of ten manuals in the International Health Planning Methods Series deals with health facilities planning in developing countries. While several specific examples are provided to illustrate particular points throughout the text, the emphasis is placed on developing a conceptual framework useful as a model planning tool to be adapted to meet local needs and resources. Chapter 1 provides an overview of the area. Chapters 2-4 describe the preliminary assessment, field assessment, and planning processes. Focus is on the impact of geographical, climatic, and sociocultural factors on architectural design. Appendixes include a listing of publications with the most current data and sample assessment forms. A supporting document in the International Health Reference Series containing a literature review and annotated bibliography is available separately as CE 024 228. (YLB)

ED 183 791 CE 024 327

Banathy, Bela H. Duwe, Axel

A Model for the Linkage of Vocational Education at Post-Secondary Private Schools and Industry, Business, and Labor. A Research Monograph.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Intersystems, Inc., Pacific Grove, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-86p.; Not available in paper copy due to small, light type. For related documents see CE 024 328-329.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, *Cooperative Education, *Cooperative Programs, *Coordination, Educational Facilities Planning, Models, *Postsecondary Education, *Private Schools, Program Design, Program Implementation, *School Business Relationship, Vocational Education

This monograph describes a program designed to (1) link private postsecondary vocational education with business, industry, labor, and other societal sectors and (2) establish interorganizational coordination that is beneficial to all participants. (In a companion monograph, available as CE 024 328, linkage and interorganizational cooperative arrangements are reported relevant to public postsecondary education.) The linkage program was carried out through a project conducted by the Far West Laboratory for Educational Research and Development and the International Institute of Food Industries. The monograph presents first an executive summary of the project, followed by a characterization of the situational context of the linkage programs (chapter 1). (The final report of the project is available as CE 024 329.) Chapter 2 describes the linkage model. In chapter 3 the linkage is portrayed in the form of a case study. Findings are summarized in chapter 4. Appendixes include guidelines for program design; first, second, and final drafts of the curriculum for the department of culinary arts; a facilities planning guide; and issues that have emerged and are expected to emerge, in this format: issue, motivation, carriers, and proposals. (Author/YLB)

ED 183 831 CE 024 392

Military Curricula for Vocational & Technical Education. Refrigeration & Air Conditioning Specialist, Blocks III-V, 11-7.

Air Force Training Command, Sheppart AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-25 Sep 74

Note-363p.; Small print in diagrams will not reproduce well. For related documents see CE 024 391-393.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Air Conditioning, *Air Conditioning Equipment, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Equipment Maintenance, Equipment Utilization, High Schools, Learning Activities, Postsecondary Education, *Refrigeration, Refrigeration Mechanics, Study Guides, Trade and Industrial Education, Workbooks

Identifiers-Military Curriculum Project

This plan of instruction, study guides, and workbooks for a secondary-postsecondary-level course in refrigeration and air conditioning are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second section of a three-part course (see Note for other sections) intended to train students in identification, location, function, installation, operational checking, servicing, repair, and maintenance or refrigeration and air conditioning systems. Dealing specifically with basic refrigeration, refrigeration controls and accessories, and domestic and commercial refrigeration, this section contains three blocks covering 230 hours of instruction: Basic Refrigeration (4 lessons), Refrigeration Controls and Accessories (3 lessons), and Domestic and Commercial Refrigeration (2 lessons). The plan of instruction contains an outline of the teaching steps, criterion objectives, lesson duration, correlation of tasks with a training standard, and support materials and guidance. Student materials include four study guides with text information, objectives, review exercises, and references and four workbooks with performance exercises. Commercial texts, military technical manuals, and audiovisual aids are suggested, but not provided. Materials may be adapted for individualized instruction or presented in a group setting. (YLB)

ED 183 903 CE 024 534

Military Curricula for Vocational & Technical Education. Packing and Unitization, 19-2.

Joint Military Packaging Training Center, Aberdeen Proving Ground, Md.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Mar 79

Note-397p.; Small type in diagrams and charts will not reproduce well.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Behavioral Objectives, *Correspondence Study, Course Descriptions, Curriculum Guides, Distributive Education, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers-Military Curriculum Project, *Packaging, Packers

This correspondence course on methods and techniques of packing materials and equipment for shipment and storage is designed to familiarize students with the subject matter area and to serve as a backgrouqd for a more detailed and specialized study. One of a number of military-developed curriculum packages selected for adaptation to vocational curriculum and instruction, the 32-hour course consists of ten lessons, each followed by an exercise of multiple choice questions. A text assignment, lesson objective, and suggestions for the student are also given. The course covers such topics as various container types, packing materials, and techniques of packing, including blocking, bracing, cushioning, weatherproofing, and marking. The text used in the course, ``Packaging of Material; Packing (Volume I),'' which makes up the bulk of the document, is organized into seven chapters: packing, fiberboard and paperboard containers, wooden containers and pallets, bags and sacks, pails and drums, crates, and consolidation and unitization for shipment and use of cargo containers. A thirteen-page introduction gives an overview of packaging procedures, including the objectives of military packing, hazards encountered in transportation, handling and storage, definitions, policies, levels of protection, and suggested references. Over 300 illustrations are included in the 325 page text. (MEK)

ED 183 962 CE 024 829

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic, Block III, 8-10.

Air Force School of Applied Aerospace Sciences, Chanute AFB, Ill.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-377p.; Not available in paper copy due to marginal legibility. For related documents see CE 024 828-831.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Auto Mechanics, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Electrical Systems, *Electric Batteries, *Electric Circuits, *Engines, Equipment Maintenance, *Industrial Arts, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, Repair, Secondary Education, Skilled Occupations, Study Guides, *Vocational Education, Workbooks
Identifiers-Military Curriculum Project

This plan of instruction, lesson plans, and student materials (study guides, workbooks, and programed texts) for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in one block of instruction (Block III, a total of 74.5 hours of instruction): Auto Electrical Units, containing five lessons on fundamentals of automotive electricity, batteries, and basic electrical circuits; battery and magneto ignition system; cranking motors and starting system; DC charging system; and AC charging system. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials include study guides containing objectives, text material, and review questions; two workbooks containing shop procedures; and two programed texts. Military manuals, commercial texts, and audiovisuals are suggested, but not provided. (YLB)

ED 184 162 CS 502 837

Ashmore, Timothy M.
A Process Model of Communication.
Pub Date-Feb 80
Note-17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Interaction, *Interaction Process Analysis, *Models, Research Needs, *Speech Commuqication, Theories

A model that depicts communication as a dynamic ongoing phenomenon is presented in this paper. The key elements of the described model are: environmental factors, actor/auditor, image, perception, messages, channels, intrapersonal feedback, and consensus of meaning. An axiomatic basis is provided for each variable to serve as rules of correspondence between the variable as treated in the model and human interaction. The discussion of each variable includes an evaluation of past treatments and a justification for the present notation. This discussion reflects the model's isomorphic properties. The paper concludes with a number of research questions that reflect the model's heuristic properties. (Author)

ED 184 185 CS 502 872

Anapol, Malthon M.

Courses, Curricula, and Enrollments in Communication and Law.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, April 24-26, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Research, Higher Education, Interdisciplinary Approach, *Legal Education, *Program Content, Program Design, School Surveys, *Speech Communication, *Speech Curriculum

A survey of college speech communication programs was conducted to determine the size and scope of the combined study of communication and law. Data from 117 of 200 randomly sampled institutions were used for analysis. A substantial majority of the institutions offered or were planning to offer courses concerned with the relationship between communication and law. More than one-half of the respondents offered graduate and undergraduate courses in communication and law, while 41% offered such courses only at the undergraduate level. About one-fourth of the respondents reported programs or specialization options in communication and law, with 11% offering these options at the graduate level. Most of the schools had faculty involved in research about communication and law. Only 16% of the respondents considered textbooks on the subject adequate. A majority of the respondents (62%) considered bibliographic materials on communication and law to be inadequate. Based on these data, it appears that the study of communication and law has expanded greatly in the past ten years. (RL)

ED 184 209 EA 012 518

Hall, Burnis, Jr. Barnwell, Eleanor I.

Competency Based Education Training Program for Local School-Community Councils. Final Report Volume I, September 15, 1978 through September 14, 1979. A Monograph.

Wayne State Univ., Detroit, Mich. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-G007804718
Note-289p.; For a related document, see EA 012 519. Not available in paper copy due to colored paper used in original document.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavioral Objectives, *Citizens Councils, Communication Skills, *Community Education, *Competency Based Education, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Leadership Training, Parliamentary Procedures, Pilot Projects, Problem Solving, School Community Relationship, Workshops

The primary goal of the project described in this monograph was to develop a competency-based training program for the preparation of school-community council members. A secondary goal was that this training program be generalizable to other educational institutions and agencies that utilize advisory councils. Interviews with 16 school staff and community council members and a literature search resulted in the specification of approximately 35 competencies. Each competency statement was analyzed into a series of behaviorally-stated objectives. These objectives were then used as the basis for designing tne instructional activities organized in five reasonably independent comprehensive modules on the topics of problem-solving, communicating, evaluating, parliamentary procedures, and training in planning school-community workshops. Each module is organized around one or more competency statements accompanied by two or more behaviorally-stated objectives. A variable number of enabling activities are specified for every objective along with evaluation criteria for assessment of trainee performance. (Author/MLF)

ED 184 233 EA 012 547

The Dilemma of Decline.
Pub Date-Oct 79
Note-13p.; Paper presented at the Annual Meeting of the National Association of State Boards of Education (17th, Williamsburg, VA, October 10-14, 1979). For related document, see EA 012 545
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Birth Rate, *Declining Enrollment, *Educational Finance, Elementary Secondary Education, *Planning, State Aid

This paper, one of two related documents, examines the impact of declining enrollments on educational expenditures. It highlights population and social changes that have contributed to the decline and discusses the general financing of schools. Finally, the paper discusses strategies state policymakers can use to manage decline, including forecasting enrollment trends, providing technical assistance and specialized services, altering staffing policies, and building public relations. (Author/LD)

ED 183 812 CE 024 364

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mountains. Pottery.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.

Pub Date-Jan 78

Note-18p.; For related documents see CE 024 358-367.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, Basicskills, Ceramics, *Handicrafts, Job Skills, Readability

Identifiers-Blue Ridge Mountains

This module on pottery making is one of eight modules designed to provide instruction on authentic Blue Ridge Mountain crafts to adult basic education students at a low cost. Contents include notes on the history of pottery, including terms to know; process used, including equipment and materials, as well as method described narratively and graphically; and the followup, where the student is told how to progress to higher levels of proficiency. The Fry readability level of this module is 3.6. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

Cathie, Shirley B.

Select...from All Your Options. Student Guide to Vocational Education.

Educational Improvement Center, Glassboro, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-79
Note-83p.; For related documents see CE 024 595-598.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Affirmative Action, *Career Choice, *Career Education, *Career Planning, Employed Women, Employment Statistics, Federal Legislation, Guides, Junior High Schools, Learning Activities, Self Evaluation (Individuals), *Sex Fairness, Social Change, State Legislation, *Vocational Education
Identifiers-Project SELECT

Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation. SELECT consists of three handbooks for middle or junior high school students, teachers, and parents and a resource booklet entitled Women at Work''. These materials are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside the home and other changes taking place in American society. This document includes the handbook for students and is divided into five units. These units provide information and activities to help the student in the following areas: (1) thinking about career options open to them; (2) understanding the laws promoting sex equity in education; (3) exploring individual interests, abilities, and training needs; (4) becoming more aware of social changes, especially changes in the labor market for women; and (5) utilizing this handbook and other resources in planning for the future. A glossary of important terms is also included. (BM)

ED 184 006 CG 014 233

DeVries, David L. And Others

Small Group Versus Individualized Instruction: A Field Test of Their Relative Effectiveness.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-27p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement, Comparative Analysis, *Individualized Instruction, Junior High Schools, Junior High School Students, Peer Relationship, *Program Effectiveness, Secondary School Teachers, Self Concept, *Skill Development, *Small Group Instruction, Student Behavior, *Teacher Effectiveness

The relative impact on students of small group instruction versus individualized instruction and the impact of intensive training consulting with teachers around an innovative instructional approach on subsequent use of that approach were investigated. A large-scale 10-week experiment involving 57 classes and 19 teachers in a 2 x 2 quasi-experimental design was conducted with 1,187 students involved in seventh and eighth grade language arts classes. The small group instructional approach created greater achievement on a treatment-specific measure of language arts skills and a marginally positive effect on student self-concept regarding peer relationships. (Although data was collected in 1976 for this study, the review of the literature dates through 1979.) (Author)

ED 184 053 CS 005 245

Low, Anni

Language Proficiency Testing: Let's Listen to What the Kids Say!

Pub Date-Jan 80
Note-9p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (47th, Claremont, CA, January 18-19, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Child Language, *Comprehension, Dialects, Elementary Secondary Education, *Error Analysis (Language), Language Fluency, *Language Skills, *Language Tests, Psycholinguistics, *Testing Problems, Test Validity

In an effort to comply with bilingual instruction requirements, school districts throughout California will soon be involved in testing vast numbers of children to determine language proficiency and language dominance. Many language tests will require a child to repeat a sentence or a phrase in exactly the same manner that is stated by an examiner or on a tape. Examiners with some experience in administering these tests will recognize a tendency of many children to repeat sentences in a manner that is similar but not exactly the same as the original statement, yet in a manner that does not actually alter the meaning of the entire statement. The variations tend to fall into two major categories: changes in syntax and changes in vocabulary. Many of the changes in syntax can be attributed to an ethnic dialect or even a child dialect, such as The boys was busy,'' for The boys were busy.'' A sample vocabulary change is the substitution of dad'' for father.'' The adult's purpose in the testing activity may be to determine the child's ability to produce the correct sounds of a given language, but the child may not be interested in the adults' purposes. The child may be reconstructing reality or meaning as Piaget suggests children do. Test administrators should listen intelligently to these changes and give full credit in all cases where no changes in meaning have resulted. (MKM)

ED 184 118 CS 205 418

Pradl, Gordon M.

Expectation and Cohesion. Curriculum Publication No. 7.

California Univ., Berkeley. School of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-33p.

Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cloze Procedure, *Discourse Analysis, Higher Education, Language Fluency, Sentence Combining, Sentence Structure, *Syntax, Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, *Writing Skills

Identifiers-*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The basic principles of literary cohesion (the way a text hangs together) are discussed and exercises are suggested to help students increase their sensitivity to and mastery of language. Exercises include the use of disjointed word frames, cloze procedure, context cues, sentence combining, and analyzing text using the cohesive devices of reference, substitution, conjunction, word patterns, and ellipsis. (AEA)

ED 184 256 EC 123 249

Stulac, Josef F., II Olive, John

Special Education Competencies for Teachers Project: Speech-Language Pathologists' Competency Assessment.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
Spons Agency-Georgia State Dept. of Education, Atlanta.
Pub Date- 79
Note-516p.; A part of the Project SECT series; Tables are poor and will not reproduce well; Best copy available. For related material, see EC 123 248 and EC 123 251.
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-*Communication Disorders, *Competency Based Teacher Education, *Evaluation Methods, Higher Education, *Minimum Competency Testing, Student Certification, Surveys, *Tests

An assessment instrument to evaluate the competency of speech language pathologists, developed by the Special Education Competencies for Teachers Project, is presented. The instrument was developed by a committee of concerned educators, and a survey of Georgia special education directors, speech language pathologists, and a 10% sampling of principals was undertaken to determine which of the competencies should be minimally required of beginning speech language pathologists. A total of 385 usable returns were calculated and results indicated that for each of the seven task areas (diagnosis, prescription, presentation, monitoring, feedback, program administration, and professional ethics) a lead therapist was the most desired person to provide ratings. The assessment instrument, a 112 item survey, and data on the results of the survey are appended. (PHR)

ED 183 717 CE 020 206

Catalogue and Index to the Computer-Stored Data and the SIRE Microfiche Series Relating to the UNESCO Third World Conference on Adult Education (Tokyo, 1972). International Bureau of Education Reference Service 1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-74

Note-47p.; For a related document see ED 070 938.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, Annotated Bibliographies, *Developing Nations, Information Systems, *International Programs, *Program Content

This catalog, a result of the program of Unesco's Adult Education Division to set up an information system in the field of adult education, contains a print-out of the computer-stored data on the Third World Conference on Adult Education - national reports, working papers, and the final report. A computer-compiled index directs the user to the relevant document through its computer control number. Entries include the following information: country where document originated, computer control number, title, language of original document, and a short annotation. (CT)

Improved Career Education Policies through the Collaborative Efforts of Business, Industry, Labor, Government and Education. Career Education Program Project Performance Report. Final Report, October 1, 1977-January 31, 1979.

Education Commission of the States, Denver, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70459
Pub Date-31 Jan 79
Grant-G0077C0096
Note-68p.; Parts of the appended materials will not reproduce well due to blurred print. For related documents see ED 166 542-545.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agency Cooperation, Business, *Career Education, Coordination, Educational Cooperation, Educational Legislation, Federal Legislation, *Institutional Cooperation, National Surveys, *Policy Formation, Public Policy, *School Business Relationship, State Legislation, Statewide Planning, Unions

To assist states in developing political/educational linkages that are basic to the implementation of career education, a national project was designed with three objectives: (1) to determine the nature and extent of the participation of business, industry, and labor in career education policy development and program implementation in each state, (2) to identify, classify, and report federal and state policies, laws, and regulations that have implications for planning, financing, and implementing career education at state and local levels, and (3) to develop, recommend, and facilitate alternative approaches to strengthening state education policies and legislation through the collaborative efforts of the constituency of the project. Information was collected through interviews with representatives of business, industry, labor, government, and education through a mail survey of agencies, individuals, and organizations. A twelve-member task force of nationally recognized experts and leaders of business, labor, industry, education, and government monitored all project activities, made recommendations based on collected data, and encouraged their use by individual constituencies. Reports of survey findings and the model legislative and policy alternatives developed from their synthesis were published in a series of task force reports and recommendations (see note). Dissemination included direct mailing; consultative assistance; presentation at state, regional, and national meetings; and national media publicity. (The process evaluation report is included.) (JT)

ED 183 984 CG 014 196

Darlington, Susan

Young Women's Phenomenological Sense of Father and Parental Marital Relationship and Their Relation to Paternal Loss.

Pub Date- 79
Note-7p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, Death, Divorce, Family Relationship, *Family Structure, *Fathers, *Females, *Parent Child Relationship, *Parent Influence, *Perception
Identifiers-*Father Daughter Relationship

The meaning fathers have in the lives of women as they are growing up was investigated. Women's perceptions of their fathers on several factors were measured to determine how these perceptions differed with father loss, cause and time of loss, perception of parental marital relationships, and presence of an older brother. Questionnaires were completed by three groups of women, i.e., those from intact homes, those whose parents were divorced, and those whose father had died while they were children. Women from divorced homes were, on the average, twice as dissatisfied with their parents' marriage as those in the other two groups, and portrayed fathers as more encouraging of autonomy in their offspring. Dead fathers were portrayed as having been more child-centered, controlling, intrusive, and less nonenforcing than divorced fathers. Women from intact homes reported their fathers had used withdrawal of relations significantly more often than their absent counterparts. (Author/HLM)

ED 184 030 CG 014 270

Lindsey, Michael And Others

Employment Opportunities: Older Workers versus Women, Minorities, and Younger Workers?

Pub Date-29 Nov 79
Note-38p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age, *Discriminatory Legislation, *Employer Attitudes, Employers, Employment Opportunities, *Equal Opportunities (Jobs), Females, Labor Market, *Legal Problems, Minority Groups, National Surveys, Older Adults, Research Projects, *Social Bias
Identifiers-*Age Discrimination in Employment Act Amend 1978

One of the primary concerns of many of the opponents of the Age Discrimination in Employment Act (ADEA) Amendments of 1978 was the possible adverse effects of the legislation on other labor force subgroups. Although groups such as the NAACP, the Urban League, and the National Organization for Women did not testify directly in opposition to the Act, they expressed their concern that the impact of the proposed legislation on other groups had not been adequately researched. The impact of ADEA on employers was investigated. Respondents were asked a series of questions on the expected impact of the ADEA amendments on women, minorities, and younger workers in their organization. Larger organizations, where women and minorities made major employment gains in the past decade, reported more expected reduction in opportunities for these groups than did smaller employers. If these expectations become reality, the advocate organizations for adversely affected labor force subgroups can be expected to lobby intensely against any further expansion of employment opportunities for older workers in the future. (Author)

ED 184 163 CS 502 838

Benson, James A.
Two Games in Town.

Pub Date-Nov 79
Note-8p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Competition, Higher Education, Needs Assessment, *Persuasive Discourse, Public Speaking, *Speech Communication
Identifiers-*Forensics

Five arguments supporting the existence of two national individual events tournaments in forensics are presented in this paper. The first argument offered is that two national tournaments are needed to accommodate two valid but divergent views of what a national tournament should be the National Forensic Association's view that the national tournament should be structured to encourage a large number of students to qualify and the American Forensic Association's view that the national tournament should be a competition among a limited number of individuals. The second argument is that having two national tournaments is economically wise, since one tournament is bound to be closer to potential participants than the other. The third argument is that holding two nationals restores power to the people, since it allows participants to choose which to attend. The fourth argument is that holding two nationals enhances the ability to recognize forensic excellence and that national recognition and awards at such tournaments impress the people who fund forensics programs. The final argument is that healthy competition between two national tournaments is likely to induce adoption of innovations that will improve individual events. (GT)

ED 184 234 EA 012 548

Gotts, Edward E.

Instruments for Assessing Parenting Needs and for Evaluating Parenting Program Effects.

Pub Date-17 Feb 80

Note-17p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980). Attachment A may not reproduce clearly.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Literature Reviews, *Measurement Techniques, *Needs Assessment, *Parent Participation, *Parent School Relationship, Questionnaires

This paper examines contemporary forces stimulating school-home partnerships and discusses parent program measures that can be used in needs assessment, evaluation, planning, and special research applications. The first half of the paper briefly examines some influences causing schools to become more involved with parents, such as legislation and social forces. The second half treats measurement techniques for assessment of parental needs. A copy of a needs assessment questionnaire is included. (Author/LD)

ED 183 813 CE 024 365

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mountains. Quilting.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
Pub Date-Jan 78
Note-21p.; For related documents see CE 024 358-367.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, *Handicrafts, Job Skills, Readability
Identifiers-Blue Ridge Mountains, *Quilting

This module on quilting is one of eight modules designed to provide instruction on authentic Blue Ridge Mountain crafts to adult basic education students at a low cost. Contents include notes on the history of quilting (including vocabulary words); process used, including equipment and materials, as well as method described narratively and graphically, and the followup, where the student is told how to progress to higher levels of proficiency. The Fry readability level of this module is 3.5. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

Gardner, David C. And Others
Culinary Arts Dictionary 2. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-73p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, *Cooking Instruction, Cooks, Definitions, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Individual Instruction, Instructional Materials, *Learning Disabilities, *Occupational Home Economics, *Remedial Instruction, Secondary Education, Small Group Instruction, Vocabulary, *Vocabulary Development
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Culinary Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (1) Top of Stove Cooking, (2) Frying and Sauteing, (3) Frying and Sauteing, and (4) Baking and Storage. The format for each lessn includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 415 and CE 024 417. An accompanying teacher's manual is available separately as CE 024 414. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YBL)

ED 183 867 CE 024 447

Project S.P.I.C.E. Special Partnership in Career Education. Employability Skills. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-39p.; For related documents see CE 024 445-450, ED 163 22[illegible], and ED 167 775.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, *Job Skills, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers-Education Amendments 1974, Florida (Volusia County), Project SPICE

This sixth in a series of six teaching modules on employability skills is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

ED 183 886 CE 024 508

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Sheet Metal.

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-42p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, Metal Industry, Metal Working, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests
Identifiers-Colorado

This basic vocational related skills assessment module in sheet metal is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 184 074 CS 005 319

Guillemette, Michele

A Study of the Effectiveness of Sight Reading Versus Phonetic Instruction for Children with Auditory Learning Disability. Reading Instruction Summary, November, 1976 through January, 1979.

East Providence School Dept., R. I.

Pub Date-Jan 79

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Hearing Impairments, *Learning Disabilities, Longitudinal Studies, *Phonics, Primary Education, Reading Improvement, *Reading Instruction, *Reading Research, *Sight Method, Teaching Methods

A total of 12 kindergarten children participated in a study to determine whether children with auditory learning disability would achieve significantly better scores in reading when taught by the sight method as compared with the phonetic method of instruction and whether such children would exhibit significantly better self-concepts when placed in a sight reading program rather than a phonetic one. The children were placed into either an experimental or a control group. Both groups were pretested to insure the absence of sample bias with regard to age, intelligence, reading achievement, and self-concept. The experimental group used a program that initially employs a language experience approach and eventually becomes a sight reading program. This program was supplemented with comprehension lessons from a basal reader series. Phonics was not employed. The control group used a phonetic reading program in kindergarten, followed by a basal reader series in grades one and two. All of the children in both groups engaged in basic reading skills practice at least once a week. Posttesting was conducted at the end of each school year. The children in this study did not exhibit significant differences in either reading achievement or self-concept regardless of treatment. (FL)

ED 184 097 CS 005 348

Eberwein, Lowell Pival, Jean

Does Dialect Interference Negatively Affect Comprehension?

Pub Date-79

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Dialects, Black Youth, Grade 3, *Interference (Language), Primary Education, *Reading Ability, *Reading Comprehension, Reading Research, Youqg Children

Three studies, involving 140 black third grade students reading below grade level, sought to determine whether dialect interference negatively affected reading comprehension. The first investigation found that a story could be repatterned to significantly reduce the number of miscues and minimize dialect interference between the student's oral language and the reading passage. The second investigation revealed that cloze comprehension scores were no better on the repatterned story than on the textbook story written in standard English. The third study found that the black students did not retell significantly more of the concepts and relations from the repatterned story when compared to the same story

written in standard English. These results indicate that dialect did not interfere with comprehension, and that dialect miscues did not interfere with the construction of meaning. In view of the results and their implications, teachers should focus on the students' ability to construct meaning from print, minimizing those student dialect-based miscues that do not interfere with meaning. (Author/RL)

ED 184 141 CS 205 467

Lewes, Ulle E.

Developing the Writing/Composition Major.

Pub Date-Mar 80

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Commuqication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advanced Courses, *Curriculum Development, Educational Planning, Higher Education, Majors (Students), *Program Development, *Specialization, *Writing (Composition), *Writing Instruction

In an era of educational retrenchment in which career-oriented students are seeking useful, practical instruction, the challenge facing writing departments and writing teachers is to develop a curriculum serving a variety of undergraduate majors without straining budgets and without expanding staffs. Toward that end, the Concentration in Writing'' program was developed and implemented at Ohio Wesleyan University during the late 1970s. Comments about the courses in the program, their appeal to particular groups of students, and the utilization of existing faculty and resources illustrate that writing courses beyond the freshman level are needed and that most liberal arts colleges can implement writing concentrations within the English major. (The writing course descriptions and suggested and required course sequences at Ohio Wesleyan are attached.) (RL)

ED 184 186 CS 502 877

Boyd, William

Cohesion and Change in Conversational Topics.

Pub Date-Feb 80

Note-20p.; Paper presented at the Annual Meeting of the Western Speech Commuqication Association (Portland, OR, February 16-20, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discourse Analysis, *Interaction, *Interaction Process Analysis, Language Skills, *Speech Communication, Speech Skills, Theories

Identifiers-*Conversation

This paper proposes a general principle of topic resources as a key principle of conversation. The first section of the paper offers a discussion of the notion of cohesion as a condition in which interactants perceive that their utterances are related to one another and presents the given-new'' strategy (in which the interactants indicate what elements in an utterance are built upon prior discourse and which are without such antecedents). It then suggests this strategy as a perspective from which to analyze the sources of cohesion between utterances and to monitor changes in conversational topics. The second section details the distinction between the elements in an utterance that have the status of given'' and those that have the status of new.'' The third section draws upon the given-new'' distinction to identify specific procedures for establishing the cohesion of utterances within conversations and to formulate the topic resources principle. The fourth section contains a discussion of the main implications of this principle. (FL)

ED 184 277 EC 123 440

A Guide to Effective Education of the Capable Student.
Beloit Public Schools, Wisc.
Pub Date-Aug 77
Note-55p.; Administrative Bulletin 8.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Acceleration, Advanced Placement, *Educational Methods, Elementary Secondary Education, Enrichment, *Gifted, Grouping (Instructional Purposes), Performance Contracts, Special Classes, Student Characteristics, *Teaching Methods

The guide is intended to serve as a basic information resource to the principal and/or classroom teacher pertaining to the nature of the bright and gifted student. Chapter I focuses on general considerations for gifted children with sections on the history of gifted education, definition and identification of the gifted, programs for the gifted, and characteristics of the gifted. Chapter II examines organizational practices for the gifted student. Specific alternatives for gifted and talented children are outlined (including special grouping possibilities, enrichment, acceleration and advanced placement, and placement in special settings). Semiseparation and independent study are discussed, and independent work contracts are briefly considered with sample contract forms given. A final chapter offers suggestions for instructional practices which are general in nature and reflect those characteristics of the gifted student which necessitate qualitatively different experiences. (SBH)

ED 183 775 CE 024 234

Schaumann, Leif And Others

Guidelines for Analysis of Pharmaceutical Supply System Planning in Developing Countries. Volume 7: Pharmaceutical Supply System Planning. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50086

Pub Date-79

Contract-282-77-0128

Note-93p.; For related documents see CE 024 223-237.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Delivery Systems, *Developing Nations, Economic Factors, Evaluation, Guidelines, Guides, Health Education, *Health Services, National Programs, Pharmacy, *Planning, Policy, Political Influences, Public Health, Resource Allocation, *Rural Areas, *Supplies, Vocational Education

Identifiers-Drugs

Intended to assist Agency for International Development (AID) officers, advisors, and health officials in incorporating health planning into national plans for economic development, this seventh of ten manuals in the Interational Health Planning Methods Series deals with pharmaceutical supply systems planning in developing couqtries. Following an introduction to the topic (chapter 1), chapter 2 describes the scope and intricacies of the sector. Useful as a reference guide, the chapter is organized into four main sections: (1) definitional issues, (2) national pharmaceutical policies as affected by political and economic forces, (3) types of systems and subsystems in the pharmaceutical field, and (4) governmental intervention. Chapter 3 identifies and sets parameters for the main components of a comprehensive pharmaceutical supply system. Chapter 4 discusses geeral approaches and methods to planning and assessment. Discussion in chapter 5 centers on problems of distribution to rural populations. Appendixes provide information on development planning for a pharmacy in a small hospital and local issues and approaches relative to local production of medicinal chemicals. Lists are also given of selected planning and assessment aids and international data sources. A supporting document in the International Health Reference Series containing an annotated bibliography is available separately as CE 024 227. (YLB)

ED 183 792 CE 024 328

Banathy, Bela H. And Others

A Model, Case Study, and Implementation Guide for the Linkage of Vocational Education Programs in Public Post-Secondary Institutions and Business, Industry, and Labor. A Monograph.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-30 Jun 78

Grant-G007603322

Note-71p.; For related documents see CE 024 327-329.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Case Studies, *Cooperative Education, *Cooperative Programs, *Coordination, Guides, Industry, Models, *Postsecondary Education, Program Evaluation, Program Implementation, *Public Schools, *School Business Relationship, School Districts, Vocational Education

Identifiers-Presbyterian Hospital CA, San Francisco Community College District CA

To aid vocational educators in establishing interorganizational linkage and coordination with business, industry, and labor with the goal of improving instructional, learning, and work experience arrangements for their students, this monograph provides three products of a project to design and implement a model for program linkage and coordination. (An executive summary of the project is provided. The final report is available as CE 024 329.) Section 1 describes and defines linkage concepts and presents a generic model for linkage. Section 2 consists of a case study of a public postsecondary education linkage program involving the Community College Centers of the San Francisco Community College District, the Presbyterian Hospital in San Francisco, and the Far West Laboratory for Educational Research and Development. The study relates the activities of that program to the processes outlined in the model. (A companion monograph concerned with linkage of private institutions with business, industry, and labor is available as CE U24 327.) Section 3 includes an implementation guide to linkage followed by three linkage phases explicated in the model: (1) prelinkage activity, (2) linkage for the design of coordinated arrangements, and (3) formalized coordinated arrangements. This guide also contains a supplementary guide to evaluation. (Author/YLB)

ED 183 904 CE 024 535

Jew, Wing Tong, Robert
Janus Job Planner.
Janus Book Publishers, Hayward, Calif.
Pub Date-76
Note-92p.; For related documents see CE 024 536-539.
Available from-Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($2.95; $46.85 for the set)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, *Career Choice, Career Education, *Career Planning, Education Work Relationship, Goal Orientation, Instructional Materials, Job Placement, *Job Satisfaction, Job Search Methods, Learning Activities, Measures (Individuals), Secondary Education, Vocational Aptitude, *Work Attitudes, Work Environment, *Youth Employment

This career planning guide presents a systematic approach to choosing a career designed to help students understand the personal and environmental influences involved in job selection. The first of eight units in the guide encourages students to examine their work interest. Focusing on experiences, unit 2 helps students recognize the value of their past experiences in gaining employment. The third unit is designed to help students examine their preferences regarding working conditions. Unit 4 requires students to rank the following values in importance to them: money, fame, power, adventure, caring, creativity, and beauty. Units 5 and 6 encourage the student to examine pay and expenses and to practice in occupational decision making through the weighing of alternatives. In the seventh unit, students are asked to look at their own attitudes and to recognize how attitudes influence job performance. In the final unit students are asked to set some goals and make plans for reaching these goals. The guidebook concludes with an abbreviated job guide that offers students a brief introduction to jobs that might be most readily available to youqg people with limited formal education. Nine student inventories are included in the guide and a teachers manual is appended. (RA)

ED 183 944 CE 024 675

Women's Attitudes toward Industrial Education. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-92p.; Parts of this document will not reproduce well due to poor print quality.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attitude Measures, Females, *Industrial Education, *Influences, Questionnaires, Secondary Education, Sex Role, Sex

Stereotypes, *Student Attitudes
Identifiers-Wisconsin

A study was conducted to construct and validate an instrument designed to measure both women students' attitudes toward industrial education and the status of certain factors that may have an impact on those attitudes. The resulting instrument was a Likert response-based survey that was directly administered in one middle school and five high schools throughout Wisconsin. A total of nearly 600 students participated. Significant differences were found when the mean survey scores of male students were compared with the mean survey scores of female students for both the attitude portion of the survey and the total survey score. Such significant differences were not found in the impact portion of the survey. Students from schools with compulsory and genuinely open women's industrial education enrollment and innovative programs tended to score significantly higher on the attitude survey and were more positive toward industrial education than were women in schools with traditional and conservative industrial education programs. A similarly significant difference was found for impact and whole survey scores. Significant correlations between the impact and attitude portions of the test were detected. Some responses were noted to vary widely on the basis of the sex and/or the respective school of the groups of respondent students. (Samples of the survey and the survey manual are appended.) (LRA)

ED 183 963 CE 024 830

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic, Blocks IV-V, 8-11.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Technical Training Center, Chanute AFB, Ill.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-75

Note-563p.; For related documents see CE 024 828-831.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-*Auto Mechanics, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Engines, *Equipment Maintenance, *Industrial Arts, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, *Repair, Secondary Education, Skilled Occupations, Study Guides, *Vocational Education, Workbooks

Identifiers-Military Curriculum Project

This plan of instruction. lesson plans, and student materials (programed texts, workbooks, and study guides) for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the third of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in two blocks of instruction (Blocks IV and V), a total of 155 hours of instruction: (1) Tune-Up and Troubleshooting (4 lessons, 78.5 hours), including engine, mechanical, battery, ignition, fuel, lubrication, cooling, crankcase ventilating, anti-pollution, emission control, lighting, warning, and signal systems, and (2) Power Trains (9 lessons, 76.5 hours), including maintenance, troubleshooting, and repair. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials in Block IV include a workbook, handout, and three programed texts and in Block V a study guide with objectives, text, and review questions; a study guide/workbook with shop procedures; and seven programed texts.

ED 183 985 CG 014 197

Greenberg, Reva M.
Older Women: The Meaning of Involvement in Support Systems.
Fordham Univ., New York, N.Y.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-28 Nov 79
Grant-90-A1202
Note-10p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 2979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Family Relationship, *Females, Friendship, Gerontology, *Life Style, *Older Adults, *Participation, *Role Perception, Self Concept
Identifiers-*Satisfaction, *Support Systems

With the increased longevity American women experience, it is important to begin to define the strengths and resources women bring to old age. Late parental, married women with a mean age of 58 (N 75) completed an interview questionnaire which included open- and closed-ended and scale items. Data analysis developed four life-style orientations (Paid Worker, Volunteer Worker, Partial Worker, Family Woman) which reflected role participation in informal and formal support systems. Findings suggested that positive adaptation to the experiences of aging was related to patterns of high investment of both time and emotional energy in meaningful relationships in supportive networks. Although most of the women were involved in many aspects of their worlds, the family-friend relationships correlated most significantly with life satisfaction. However, both paid and vounteer work added important dimensions to their feelings of being people of value. There did not appear to be any one work focus appropriate to all women. (Author)

ED 184 119 CS 205 419

Griffith, Marlene

Writing for the Inexperienced Writer: Fluency Shape Correctness. Curriculum Publication No. 9.

California Univ., Berkeley. School of Education.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-79
Note-34p.
Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educationally Disadvantaged, Higher Education, Self Actualization, Student Development, Student Writing Models, Study Centers, Teaching Methods, *Tutorial Programs, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Skills
Identifiers-*Bay Area Writing Project, *Composition Process

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. After a brief introduction in which the writing concepts of fluency, shape, and correctness are defined, the rest of the booklet presents the work of three beginning writers who enrolled in a college writing workshop program to improve their language skills. Actual samples of the students' writing are used to demonstrate their progress in improving their writing fluency, and the techniques used by their tutor/readers are explained. (AEA)

ED 184 257 EC 123 250

Stulac, Josef F., II, Ed. Olive, John, Ed.
Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
Spons Agency-Georgia State Dept. of Education, Atlanta.
Pub Date- 79
Note-53p.; A part of the Project SECT series; For related material, see EC 123 248-249 and EC 123 251.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Competency Based Teacher Education, *Course Descriptions, *Disabilities, Elementary Secondary Education, Higher Education, *Instructional Materials, Special Education, *Special Education Teachers, *Training Objectives, Workshops

A course syllabus designed to assist teachers to meet the requirements of the performance assessment of special education competency developed by the Georgia Department of Education is presented. The course is in the form of 10 workshop modules and two workbook activities comprising a total of 50 to 60 hours of instructional time. Following is a list of the objectives for each of the 10 sessions: the teacher will (1) demonstrate a repertoire of teaching methods and techniques; (2) plan instruction to achieve selected objectives, and use instructional techniques and methods related to objectives; (3) obtain and use information about needs and progress of individual learners, organize instruction to take into account individual differences among learners, and refer learners with special problems to specialists; (4) organize time, space, material, and equipment for instruction; (5) demonstrate enthusiasm for teaching and learning and for the subject being taught, and use procedures which involve the student in the learning task; (6) communicate with learners both orally and in writing, and instruct with clarity; (7) demonstrate an understanding of school subject being taught, and adjust instruction to change in conditions; (8) help learners develop positive concepts of themselves, manage classroom interactions, and reinforce and encourage efforts of learners; (9) obtain and use information about effect of instruction; and (10) meet professional responsibilities, and engage in professional self improvement. (PHR)

ED 183 718 CE 020 571

Teaching Self Awareness and Group Interaction: A Guide for Driver Education Teachers.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency-Wisconsin State Div. of Highway Safety Coordination, Madison.

Pub Date-Apr 77

Note-12p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Discussion (Teaching Technique), *Driver Education, *Group Dynamics, Interaction, *Interpersonal Relationship, Responsibility, Secondary Education, *Self Concept, Self Evaluation (Individuals), Teaching Guides, Traffic Accidents

This teaching guide presents materials to help driver education teachers develop classroom discussions designed to raise students' consciousness of themselves, their interactions with others, and the resolution of traffic situations. Small group discussions in the recommended approach. To develop and maintain a conducive classroom atmosphere, these ideas are suggested: the teacher as a model, student involvement, helping students find their own answers, and clarifying interactions. Suggestions are also given for initiating the learning experience. Student activities designed to provide experience and stimulate reflection on three factors influencing the value of the discussions trust, perception of another's expectations of oneself, and communications are detailed. A final section, entitled Deciding How to Decide, presents situations to promote personal consideration and dialogue between students under these topics: (1) To Stop or Not, as regards people with car trouble, hitchhikers, and people at an accident scene; (2) My Rights? Your Rights? Our Rights?, concerning personal freedom and responsibility related to driving (seat belts, safety laws, mass transit, highway safety); (3) The Value of an Accident, advocating constant evaluation of one's driving; (4) Understanding Emotions, about identifying one's emotions and feelings; (5) Dear Ann Landers, providing two letters about some traffic-related dilemma; (6) What Would You Do?, concerning traffic-related situations; and (7) What Kind of Driver Are You?, which is about understanding oneself. (YLB)

ED 183 736 CE 024 115

The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes).

State Univ. of New York, Utica.

Pub Date-79

Note-17p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Exploration, Core Curriculum, Educational Games, *Enrollment Influences, *Home Economics, Industrial Arts, Perception, Perspective Taking, Program Development, Role Perception, *Role Playing, Secondary Education, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Simulation, *Vocational Education

Identifiers-Project MOVE

Intended for a group of twelve to fifteen people with one facilitator (chairperson), this game includes materials and instructions for a simulation activity for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs. Eight group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the administration and school board on whether or not a proposal of a consultant group will be implemented. (Their recommendations include required home economics and industrial arts courses and providing vocational courses or occupational programs for non-college bound students.) The roles include a male business and industry representative, female PTA president, president of teachers' union, district director of counseling, district curriculum director, female high school senior, district chairperson of Unified Practical Arts-Home Economics and Industrial Arts, and BOCES (Board of Cooperative Educational Services) Occupational Education director. Other group members are observers. The game simulation proceeds from committee member position statements and discussion to observer responses, general discussion, and brainstorming. Role descriptions and directions for observers are provided. (YLB)

Cathie, Shirley B.
Select...from All Your Options. Parent Guide to Vocational Education.
Educational Improvement Center, Glassboro, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-79
Note-54p.; For related documents see CE 024 595-597.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Choice, Career Education, *Career Planning, Employed Women, Employment Statistics, Federal Legislation, Occupational Information, *Parent Influence, *Parent Participation, *Resource Materials, Sex Fairness, *Sex Stereotypes, Social Change, State Legislation, *Vocational Education
Identifiers-Project SELECT

Project SELECT (Strategies for Equalizing and Linking Education and Career Training) is a means of promoting sex equity in vocational education and career preparation. SELECT consists of three handbooks for middle or junior high school students, teachers, and parents and a resource booklet entitled Women at Work.'' These materials are designed to help show that significant change is occurring in vocational education due to the increased number of women now working outside the home and other changes taking place in American society. This document is the handbook for parents, which includes the following information: background information on project SELECT; changing career choices and options for both males and females; barriers in vocational education which relate to sex-role stereotypes; the role of parents and the home in influencing the attitudes of youth toward work, school, and the larger society; myths in sex-role stereotyping; sex equity laws; and occupational information and employment statistics. Also included are some ideas and resources that parents can use in helping their children make unbiased career plans. (BM)

ED 184 007 CG 014 234

Crano, William D. Sivacek, John

Social Reinforcement, Self-Perception, and the Foot-in-the-Door Phenomenon.

Pub Date- 79
Note-27p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns, Females, *Helping Relationship, *Perception, *Responses, *Self Concept, Social Behavior, Social Influences, *Social Reinforcement

After acquiescing to a small initial request, people typically are more susceptible to a later call for assistance. This foot-in-the-door phenomenon was examined based on principles of social reinforcement. In Experiment 1, subjects induced to perform the same initial prosocial behaviors were found to be differentially susceptible to a later request as a function of the outcome of the initial interaction. In conjunction with an additional series of comparisons, these results indicated support for the reinforcement position, and inconsistency with the usual self-perception explanation of the phenomenon. In Experiment 2, the provision of different levels of reinforcement during the initial contact resulted in systematic variation in acquiescence to a later request, again consistent with the reinforcement model. (Author)

ED 184 054 CS 005 257

Richter, Margaret Santeusanio, Richard P.

Teaching College Survival Skills in High School.

Pub Date-Nov 79
Note-12p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Bound Students, *College Preparation, *Course Content, Course Descriptions, Curriculum Development, Listening Skills, Reading Comprehension, *Reading Improvement, Secondary Education, *Study Habits, *Study Skills

A college survival skills course, designed to help college-bound high school seniors develop an efficient, organized approach to college reading and study skills, is described in this paper. After outlining the steps taken in developing and promoting the course, the paper notes favorable reactions to it, lists the course textbooks, and describes the pre- and posttests administered to students. It then describes the course content, showing how it is designed to promote skills in the areas of systematic listening, note taking, development of college level vocabulary, studying for and taking college examinations, and scheduling and organizing time. It tells how guest lecturers, including students currently enrolled in college, are called upon to discuss a number of areas, including physical and social problems of college students; financial aid and planning; the specialized language of technical, science-based courses and laboratories; the need to formulate individual goals; and the selection process used by college admissions officers. The paper concludes by outlining the reading and academic skills developed throughout the course and by discussing the use of questions, vocabulary exercises, and famous quotations to develop basic comprehension skills. (GT)

ED 184 210 EA 012 519

Barnwell, Eleanor I. Hall, Burnis, Jr.

Community Council Governance: A Case Study of Region One, Detroit Public Schools. A Final Report Volume II, September 15, 1978 through September 14, 1979. A Monograph.

Wayne State Univ., Detroit, Mich. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-G007804718
Note-187p.; For a related document, see EA 012 518. Not available in paper copy due to colored paper used in original document.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, *Citizens Councils, *Competence, Elementary Secondary Education, *Organizational Effectiveness, *School Community Relationship
Identifiers-*Detroit Public Schools MI

This case study concerns the school-community councils in Region One, one of the eight regions of the Detroit Public School System. School-community councils in this region were selected, in part, because they have been in the vanguard of the movement (approximately 18 years) to involve citizens in the decision-making processes at the local school level. The case study has been written for practitioners looking for help in improving the effectiveness of community councils and in identifying competencies essential to the role of a community council member. The authors believe the experiences of council members could serve as a model for community involvement in other sections of the United States. The case study is presented in two time sequences: 1960 to 1970, the years immediately preceding decentralization of the school system; and 1971 to 1978, the seven years following decentralization of the school system. Data were collected from published and unpublished research concerned with the region's school-community councils. Chapters describe the development of local school-community councils during the time periods and identify and analyze forces that influenced the development of these councils, their structure, and the way they function. (Author/MLF)

ED 184 235 EA 012 551

Sidman, Bernard Linstone, Robert T.

Instruction Manual: ZBB. Zero Base Budgeting.

Pub Date-16 Feb 80
Note-41p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Finance, Expenditures, Money Management, *Program Budgeting, Records (Forms), Resource Allocation, *School Accounting
Identifiers-Zero Base Budgeting

This guide to zero base budgeting (ZBB) offers information intended to be useful to those implementing this system in schools. Beginning with an explanation of zero base budgeting, the paper then enumerates the advantages of such a system. Zero base budgeting design is then explained as well as the assumptions that underlie the system. Suggested time lines for budget preparation and presentation are then enumerated. Appropriate forms are suggested and described, and copies of several of these forms are included in the appendix. The author defines and recommends the new object and function codes, and the appendix lists all codes. (JM)

ED 183 758 CE 024 187

Robson, D. L. And Others

The Projected Effects of Population Change on Vocational Technical Education. Final Report.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-15 Nov 79

Note-60p.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Cultural Influences, *Declining Enrollment, Economic Factors, Educational Change, *Enrollment Influences, Enrollment Projections, *Enrollment Trends, Futures (of Society), General Education, Government Role, Government School Relationship, Literature Reviews, Long Range Planning, *Population Trends, Postsecondary Education, Secondary Education, Social Change, Social Influences, *Vocational Education

To project the effects of population change on vocational/technical education, a project surveyed the literature (1977-79) on the futures of general and vocational education and on the effects of declining enrollment and applied these concepts and projections to the field of vocational/technical education. Vocational/technical education seemed more directly linked to economic and socio-cultural influences than to fluctuations in enrollment patterns. Despite the effects of declining student populations, vocational education is increasing in both enrollments and courses taught. As other elements in the educational structure are affected, however, general education is expected to shift its emphases to compete with vocational education for a share of the dwindling student population and the growing adult continuing education market. Recommendations for vocational/technical educators in future planning and programming included (1) developing a better understanding of the movement toward generalization of services; (2) planning to serve the growing need for adult vocational retraining; (3) learning to influence and deal with increasing governmental involvement; (4) recognizing and planning for changing social conditions and values; (5) emphasizing communication and personal-social skills, cognitive/conceptual understandings, and quality of life aspects of vocations in the curriculum; (6) preparing to compete for student populations and revenue; (7) using market analysis techniques to assess consumer needs and public relations to enhance the image of vocational education; and (8) continuing research and development efforts. (YLB)

ED 183 814 CE 024 366

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mouqtains. Rug Braiding.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
Pub Date-Jan 78
Note-13p.; For related documents see CE 024 358-367.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, *Handicrafts, Job Skills, Readability
Identifiers-Blue Ridge Mountains, *Rugs

This module on rug braiding is one of eight modules designed to provide instruction on authentic Blue Ridge Mountain crafts to adult basic education students at low cost. Contents include notes on the history of rug braiding; process used, including equipment and materials, as well as method described narratively and graphically; and the followup, where the student is told how to progress to higher levels of proficiency. The Fry readability level of this module is 4.5. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

ED 183 832 CE 024 393

Military Curricula for Vocational & Technical Education. Refrigeration and Air Conditioning Specialist, Blocks VI-IX.

Air Force Training Command, Sheppart AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-25 Sep 75
Note-686p.; Small print in diagrams will not reproduce well. For related documents see CE 024 391-393.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors-*Air Conditioning, *Air Conditioning Equipment, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Equipment Maintenance, Equipment Utilization, High Schools, Learning Activities, Postsecondary Education, *Refrigeration, Refrigeration Mechanics, Study Guides, Trade and Industrial Education, Workbooks
Identifiers-Military Curriculum Project

This plan of instruction, study guides, and workbooks for a secondary-postsecondary-level course in refrigeration and air conditioning are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the third section of a three-part course (see Note for other sections) intended to train students in identification, location, function, installation, operational checking, servicing, repair, and maintenance of refrigeration and air conditioning systems. Dealing specifically with special refrigeration systems, water conditioning, absorption air conditioning (AC), AC controls, AC equipment, and evaporative cooling systems, this section contains four blocks covering 269.5 hours of instruction: Special Refrigeration System, Cooling Towers, Water Pumps, Water Conditioning, and Absorption AC System (5 lessons); AC Controls; (5 lessons); AC (7 lessons); and evaporative Cooling Systems (1 lesson). The plan of instruction contains an outline of the teaching steps, criterion objectives, lesson duration, correlation of tasks with a training standard, and support materials and guidance. Student materials include eight study guides with text information, objectives, review exercises, and references and eight workbooks with performance exercises. Commercial texts, military technical manuals, and audiovisual aids are suggested, but not provided. Materials may be adapted for individualized instruction or presented in a group setting. (YLB)

ED 183 868 CE 024 448

Project S.P.I.C.E. Special Partnership in Career Education. Decision Making/Beginning Competency. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-38p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, *Career Education, *Career Exploration, *Decision Making, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers-Education Amendments 1974, Florida (Volusia Couqty), Project SPICE

This fourth in a series of six teaching modules on decision making/beginning compecency is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

ED 184 031 CG 014 271

Haworth, Caroline E.

Operationalizing the Scientific Problem Solver Model for Program Accreditation.

Pub Date-79

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accrediting Agencies, Counselor Training, Graduate Study, Higher Education, Models, *Problem Solving, Professional Education, *Professional Training, *School Psychologists, *Standards, State of the Art Reviews, *Training Methods

Standards for the accreditation of training programs in school psychology have been developed by several organizations including the American Psychological Association which provides accreditation criteria for professional psychology programs, the National Council for Accreditation of Teacher Education (NCATE) which develops criteria generic to advanced programs for the preparation of professional school personnel including school psychologists, and the National Association of School Psychologists which has standards specific to school psychology programs. Differences within these standards, however, complicate the process of accreditation for programs seeking multiple accreditation. Such disparities prevent constructive collaboration within the profession in regard to training issues. The Scientific Problem Solver Model represents a training approach compatible with both the generic and specific criteria of the several associations accrediting school psychology training programs. The operationalization of one specific training program to reflect this perspective is presented as well as how this training program conforms to the criteria of the major accrediting associations and how it is applicable at both the masters and doctoral level. (Author)

ED 184 075 CS 005 320

Zola, David

The Effects of Context on the Visual Perception of Words in Reading.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979). For related documents see CS 005 071, CS 005 321-323 and ED 178 861.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Context Clues, *Eye Fixations, *Eye Movements, Higher Education, Measurement, Measurement Techniques, Novelty (Stimulus Dimension), *Reading Processes, *Reading Research, *Word Recognition

The eye movements/fixations of 20 college students reading video displays of texts were monitored to determine how readers fixate a word that is linguistically and contextually redundant and whether readers use less visual information when perceiving these highly redundant words. The texts were manipulated so that a target nouq was paired with adjectives presumed to be either high or low in contextual probability (redundancy). A particular type of spelling error also was introduced into the target noun. Similar percentages for fixating the target noun were found in both the high and low redundancy conditions; but the subjects did spend more time fixating the target noun in the low redundancy condition. On the average, subjects spent more time fixating the noun when it had the substitution error in the high redundancy condition than in the correct spelling condition. The effect of the spelling error was even more pronounced in the low redundancy condition. Since the most striking feature of the data is that differences between high/low redundancy conditions were very small, it appears that contextual influence on eye movement patterns was slight, raising doubts about the popular notion that interword context influences reading behavior. (RL)

ED 184 142 CS 205 468

Anderson, Philip M.

Literature Study and Language Learning: A Sociolinguistic Approach to High School Literature Study.

Pub Date-Mar 80

Note-8p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Cognitive Development, Educational Theories, *English Instruction, High School Students, *Humanistic Education, *Language Enrichment, *Literary Criticism, *Literature Appreciation, Secondary Education, Teaching Methods, Verbal Development

The study of literature in the secondary schools should not be based merely on affective and aesthetic grounds, but on cognitive and linguistic grounds as well. The facilitation of linguistic and cognitive growth can occur only in an environment that allows adolescents to experience literature on their own terms. The carefully structured, teacher-centered curricula that are most often used for high school developmental reading and traditional literature instruction are not in accord with sociolinguistic concepts of cognitive growth. Since English teachers are responsible for directing and enhancing their students' linguistic development, they should provide students with opportunities to explore and engage literature within personal limits and possibilities, which means adopting process-oriented, transactional, and dialogic emphases/methods in secondary school literature programs. (RL)

ED 184 164 CS 502 839

Bytwerk, Randall L. Brooks, Robert D.

Julius Streicher and the Rhetorical Foundations of the Holocaust.

Pub Date-Apr 80

Note-25p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anti Semitism, *Ethnic Stereotypes, Foreign Countries, *Jews, Journalism, *Persuasive Discourse, *Propaganda, Publications, Religious Discrimination, *Rhetoric, Rhetorical Criticism, Social Bias

Identifiers-Germany, *Nazism, *Streicher (Julius)

Julius Streicher, the German publisher sentenced to death in the Nuremberg trials for rhetorical crimes against humanity, published the widely-read and virulently anti-semitic weekly tabloid Der Stuermer'' from 1923 to 1945. Through Streicher's rhetoric and through the publication's cartoons, Jews were depicted as bacilli, vampires, rats, and other loathsome, inhuman creatures. When presented in human form, Jews were depicted as extremely inferior and deformed examples of humanity, lacking the nobler attributes of humankind and possessed of mysterious powers stemming from their demonic, supremely evil natures. To support his argument that Jews were involved in a sinister conspiracy against society, Streicher presented thousands of cases of alleged Jewish crimes and devoted a tremendous amount of space to alleged Jewish attempts to destroy Gentile society through sexual corruption and murder. To counteract the belief that there were some decent Jews, Streicher presented evidence'' that each and every Jew was depraved and dangerous. Streicher's rhetoric reflected the three cardinal principles of Nazi propaganda simplicity, repetition, and emotional appeal and showed his sound grasp of persuasive techniques. His rhetoric, along with other Nazi anti-Semitic propaganda, isolated and distanced Jews from other Germans, gradually establishing the moral climate that sanctioned the Holocaust. (GT)

ED 184 278 EC 123 441

Hutinger, Patricia L.

Program Performance Report for Handicapped Children's Early Education Program. Macomb 0-3 Regional Project, Rural Child/Parent Service. July 1, 1977-July 31, 1978.

Western Illinois Univ., Macomb. Coll. of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.--444AH70276
Pub Date-27 Oct 78
Grant-G00-75-00234
Note-480p.; Print is marginal in parts. For related information, see ED 180 159-174.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) Numerical/Quantitative Data (110)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors-Agency Cooperation, Demonstration Programs, *Developmental Disabilities, *Disabilities, Early Childhood Education, *Identification, *Infants, Inservice Education, Parent Participation, Program Descriptions, *Remedial Programs, *Rural Education, Statistical Data
Identifiers-At Risk (for Handicap), *Macomo 0 to 3 Regional Project IL

The document reports on the Macomb 0-3 Regional Project which designed and implemented a model program of early identification and education/remediation for handicapped, high risk, and/or developmentally delayed infants, ages 0 to 3, and their parents who reside in rural areas. Initial sections address the following program components: direct and supplementary services for children, parent/family participation, child evaluation, inservice training for project staff, training for personnel from other programs or agencies, demonstration and dissemination activities, coordination with other agencies, and continuation and replication. It is explained that experiences and activities of the project are based on a developmental approach and the observation of the children and parents' knowledge of child development and handicapping conditions; knowledge of techniques for dealing with handicaps; child centered objectives; home visits to project participants; establishment of sharing center groups and a water activities program; and consultative work with homemakers, day care and nursery school teachers, and teachers of preschool handicapped. The bulk of the document is comprised of tables with statistical data and appendixes which include: an abstract, copies of forms, table of contents for the training manual, summaries of responses to parent

satisfaction questionnaires, staff vitaes, staff activities accountability program printouts, information on the parent component, staff evaluation results, material on training for personnel from other agencies, dissemination materials, and continuation and replication materials. (SBH)

ED 184 098 CS 005 349

Vacca, Jo Anne L. Vacca, Richard T.

Participant Observation: A Qualitative Orientation for Reading Research.

Pub Date-Nov 79
Note-14p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographies, *Classroom Observation Techniques, Elementary Education, *Observation, Participation, *Reading Research, *Research Methodology
Identifiers-*Participant Observation, *Qualitative Research

Participant observation a qualitative research procedure characterized by intensive social interaction between researcher and subjects, in the subjects' mileu is discussed in this paper, along with some of its implications for reading research. After surveying the views of a number of researchers regarding participant observation and the participant observer's role, the paper recounts advantages and drawbacks of the technique, lists some of its possible uses in the monitoring of reading development in learning environments, and provides a bibliography of selected relevant references. It concludes by stating that the work of qualitatively oriented researchers warrants the scrutiny of those interested in reading and its development. (GT)

ED 184 187 CS 502 879

Makay, John J.

Psychotherapy as a Rhetoric for Secular Grace.

Pub Date-Nov 79
Note-35p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Discourse Analysis, Persuasive Discourse, *Psychotherapy, *Religion, *Rhetoric, *Speech Communication

The argument of this paper is that psychotherapy is essentially a rhetorical process that, as an alternative to or substitute for religious rhetoric, seeks to lead people to a secular state of grace. The paper first acknowledges the work of four scholars who have written about the rhetoric of psychotherapy: Erling Eng, Pedro Lain Entralgo, Lloyd Pettigrew, and Thomas S. Szasz. It next summarizes the idea of grace in both religious and psychiatric terms and then develops the idea that psychotherapeutic rhetoric is attractive because this is a psychological society in which numerous people seek a stress free'' life style. These three areas the pertinent literature, the idea of grace, and the psychological society are treated to provide the context and base for exploring therapeutic rhetoric as a response to a rhetorical situation, one governed in part by the use of three delineated strategies. (FL)

ED 183 850 CE 024 417

Gardner, David C. And Others
Culinary Arts Dictionary 3. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-88p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, *Cooking Instruction, Cooks, Definitions, Dictionaries, Food Service, Food Service Occupations, Food Service Workers, Foods Instruction, Individual Instruction, Instructional Materials, *Learning Disabilities, *Occupational Home Economics, *Remedial Instruction, Secondary Education, Small Group Instruction, Vocabulary, Vocabulary Development
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Culinary Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains six lessons: (1) Soups, (2) Vegetables, (3) Sauces, (4-5) Meat, and (6) Desserts. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 415 and CE 024 416. An accompanying teacher's manual is available separately as CE 024 414. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 887 CE 024 509

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. World of Work.
University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-58p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, *Employment, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests, Work Attitudes
Identifiers-Colorado

This basic vocational related skills assessment module titled World of Work is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 183 905 CE 024 536

Livingstone, Arnold
Janus Job Interview Guide. Revised Edition.
Joint Military Packaging Training Center, Aberdeen Proving Ground, Md.
Pub Date-77
Note-84p.; For related documents see CE 024 535-539.
Available from-Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($3.25; $46.85 for the set)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Employment Interviews, Instructional Materials, *Job Application, Job Placement, Learning Activities, *Reading Difficulties, Secondary Education, Youth Employment

Designed for below-average-reading-level students, the purpose of this interview guide is to help young job seekers prepare for the job interview process. The first three chapters explain the nature of the personal job interview, the steps to be followed in preparing for a job interview, and the do's and don't's of the interview itself. The remainder of the guide is comprised of fifteen job interviews, one for each of the occupational clusters defined by the U.S. Office of Education. Interviews are provided for the following job titles: clerk-typist, cannery worker, supermarket clerk, dining room attendant, electronics assembler, fish wholesaler's assistant, hospital attendant, paste-up assistant, paving construction worker, potter's apprentice, forestry worker, dog groomer, hotel bellhop, parking-enforcement officer, and airplane cleaner. Following each interview is a page of exercises. The exercises are designed for students to check their factual comprehension of the reading, analyze what they have read and observed in the interview, and rate the applicant accordingly. A puzzle on each exercise page helps enrich and extend the student's learning. A teacher's manual is appended. (LRA)

ED 183 945 CE 024 678

Wiant, Allen A. Hutchinson, Ronald C.

Self-Assessment for Career Change: Does It Really Work? A Follow-up Study.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OB-NIE-G-78-0211
Note-107p.; Data tables will not reproduce well due to small print. For a related document see CE 024 679.
Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (request price).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Ability Identification, *Career Counseling, *Career Development, Career Education, Career Planning, Followup Studies, *Job Satisfaction, *Job Search Methods, Postsecondary Education, *Self Evaluation (Individuals), Skills, Success, Transfer of Training
Identifiers-Columbia University NY, Minnesota Satisfaction Questionnaire

To examine the impact of evaluating one's transferable skills on subsequent employment experiences, a follow-up study compared past participants in Columbia University's Deep Investigation of Growth (DIG) program with a group of non-participants and a pre-program group. The program guides participants through a self-analysis process to identify personal success factors (skills) on which they are then encouraged to base career directions and job-seeking efforts. Data were collected on three principal measures of (1) extent to which skills were being utilized in present employment (Skill Utilization Index), (2) satisfaction with use of abilities, and (3) general job satisfaction the latter two measures of the Minnesota Satisfaction Questionnaire (MSQ). Findings indicated no statistically significant differences between post- and non-participants but appreciable differences between the pre- and post-groups on all measures. This indicates that those who elected the program were helped by it, but that the program may not benefit everyone equally. Those who elected the program did not appreciate their own versatility and skill marketability, and the composite of their skills were different from their peers. A weakness of the approach is that although transferable skills of an individual are identified and make the focus of job-finding activities, no mechanism exists for describing jobs in the same way. (A summary report is available as CE 024 679.) (YLB)

ED 183 986 CG 014 198

Maxwell, Eleanor Krassen Maxwell, Robert J.

Explanations for Contempt Expressed Towards Old People.

Spons Agency-National Inst. on Aging (DHEW/PHS), Bethesda, Md.
Pub Date-Nov 79
Grant-AG-00482
Note-20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, *Cross Cultural Studies, Gerontology, Individual Characteristics, *Negative Attitudes, Older Adults, *Parent Child Relationship, Research Reports, Social Attitudes, *Social Bias
Identifiers-*Aging

The issue of contempt expressed towards the aged was examined from a cross-cultural perspective. Eight reasons for expressions of contempt emerged from a study of 95 societies drawn from the Standard Cross-Cultural Sample, and were treated as independent variables, with the overall level of contempt as the dependent variable, in a application of multiple correlation procedures. Results indicated that six reasons for contempt account for 59% of the variance. In order of declining importance, these were: (1) lack or loss of children; (2) deterioration of appearance; (3) loss of physical strength and stamina; (4) gaining negative traits, such as being accused of being witches or sorcerers; (5) mental deterioration; and (6) lack or loss of skills and/or obsolescence thereof. Two reasons for contempt, loss of wealth and hoarding of wealth, were excluded as insignificant. These findings suggest that children and other family members act as the first defense against older people being held in contempt, that physical change in appearance may be more important than is popularly believed, and that the possession of wealth may be less important. (Author)

ED 184 008 CG 014 235

Sorgen, Carol, Ed.

Family Violence.

National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-79
Note-39p.
Journal Cit-Alcohol Health and Research World; v4 n1 Fall 1979
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alcoholism, Children, Confidentiality, Counselor Training, Drug Abuse, Family (Sociological Unit), *Family Problems, *Intervention, *Parent Child Relationship, Referral, Resource Materials, *Social Services, *Violence

This quarterly publication, issued by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), contains articles dealing with family violence and alcohol abuse, children of alcoholic parents, training programs for counselors, and confidentiality of client records. The three articles on alcohol abuse suggest that: (1) there is a clear association between alcoholism and all kinds of domestic violence such as wife battering, child abuse, and incest; (2) many abuse victims are silent'' victims until threat of serious injury or death appears imminent; and (3) social services and the criminal justice system are beginning to develop programs involving hotlines, emergency shelters, and crisis centers to help with these problems. Other articles focus on the provision of services for all children of alcoholics, not just those who exhibit behavioral problems, a program model for training counselors to handle referrals to child protective services, and policy issues related to federal regulations governing confidentiality of patient records and child abuse/neglect reports. A partial listing of family violence agencies is also provided. (HLM)

ED 184 120 CS 205 420

Lewis, Flossie

The Involuntary Conversion of a 727 or CRASH!: Some Ways and Means to Deflate the Inflated Style with a New Look at Orwell's Politics and the English Language''. Curriculum Publication No. 10.

California Univ., Berkeley. School of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-41p.

Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Problems, Expository Writing, *Language Usage, Metaphors, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Exercises, Writing Instruction, *Writing Skills

Identifiers-*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. Methods are illustrated for teaching students to recognize dishonest language and to write honestly themselves and include cliche/euphemism avoidance techniques, word precision exercises, and practice in recognizing jargon. (AEA)

ED 184 236 EA 012 552

Shadgett, John

The Role of Advisory Committees in School Decision Making. A Synopsis.

Pub Date-17 Feb 80

Note-16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Advisory Committees, *Citizen Participation, *Citizen Role, Community Attitudes, *Decision Making, Elementary Secondary Education, Principals, Questionnaires

Identifiers-*Florida

This paper discusses a study of two large school districts in Florida to determine their commitment to using local school advisory committees. The survey included the use of two questionnaires sent to 77 elementary, junior high, and high schools. Respondents were asked if they perceived themselves as really making a difference in the decision-making process of several activities listed. Conversely, principals were asked if they perceived advisory personnel as making important decisions in school matters. Results showed that the extent to which citizens participated in the activities was modest, considering the district's emphasis on citizen involvement. Thus, citizen response showed some ambivalence in participating in decision-making roles. (Author/LD)

ED 184 258 EC 123 251

Stulac, Josef F., II, Ed. Olive, John, Ed.
Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
Spons Agency-Georgia State Dept. of Education, Atlanta.
Pub Date- 79
Note-373p.; A part of the Project SECT series; Parts of the document may not reproduce well; Best copy available. For related material, see EC 123 248-250.
Pub Type- Guides - Classroom - Teacher (052) - Non-Print Media (100) - Tests/Questionnaires (160)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Competency Based Teacher Education, *Course Descriptions, *Disabilities, Elementary Secondary Education, Higher Education, *Instructional Materials, Special Education, Special Education Teachers, *Training Objectives, *Workshops
Identifiers-Georgia

Materials for 11 workshops designed to assist teachers to meet the requirements of the performance assessment of special education competency developed by the Georgia Department of Education are presented. Instructional activities are provided for each of the workshops as well as handout materials and resources for teaching the competencies. Following are the goals for the participants for each workshop: (1) demonstrate a repertoire of teaching methods and techniques; (2) plan instruction to achieve selected objectives and use instructional techniques and methods related to objectives; (3) obtain and use information about needs and progress of individual learners, organize instruction to take into account individual differences among learners, and refer learners with special problems to specialists; (4) demonstrate enthusiasm for teaching and learning and for the subject being taught, and use procedures which involve the student in the learning task; (5) organize time, space, material, and equipment for instruction; (6) communicate with learners both orally and in writing and instruct with clarity; (7) demonstrate an understanding of school subject being taught and adjust instruction to change in conditions; (8) and (9) help learners develop positive concepts of themselves, manage classroom interactions, and reinforce and encourage efforts of learners; (10) obtain and use information about effect of instruction; and (11) meet professional responsibilities and engage in professional self improvement. (PHR)

ED 183 776 CE 024 235

Robertson, Robert L. And Others

Guidelines for Analysis of Health Sector Financing in Developing Countries. Volume 8: Health Sector Financing in Developing Countries. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.
Report NO.-DHEW-PHS-79-50087
Pub Date-79
Contract-282-76-0392-FS
Note-68p.; For related documents see CE 024 223-237.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Budgeting, *Data Analysis, *Data Collection, Developing Nations, *Financial Needs, *Financial Support, Guidelines, Guides, Health Education, Health Programs, *Health Services, Medical Services, Public Health, Vocational Education

Intended to assist Agency for International Development officers, advisors, and health officials in incorporating health planning into national plans for economic development, this eighth of ten manuals in the International Health Planning Methods series provides a methodology for conducting a study of health sector financing. It presents an action-tested procedure which may be used, with some local adaptations, to examine health sector financial resources. Chapter 1 introduces a logical, nontechnical approach to the gathering and evaluation of information on the financing of health. Chapters 2-5 guide users through the process: (1) determining the components of the health sector, (2) acquiring data on financing of the health sector, (3) evaluating the data, and (4) presenting and using the results of evaluations. (For successful completion of such an evaluation, it is anticipated that a senior-level economist or public finance specialist would be available to assist the analyst, both in initial design and final interpretation of the results.) Additional components making up approximately one-half of the manual are these appendixes: model (or suggested) tables for data collecton, a list of possible revenue sources, and a selected bibliography. (YLB)

ED 183 793 CE 024 329

Banathy, Bela H. And Others

Building Models for the Linkage and Coordination of Vocational Education at Public and Private Post-Secondary Schools and Business, Industry, and Labor. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-30 Jun 78

Grant-G007603322

Note-88p.; For related documents see CE 024 327-328.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Case Studies, Cooperative Education, *Cooperative Programs, *Coordination, Industry, Models, *Postsecondary Education, *Private Schools, Program Descriptions, Program Implementation, *Public Schools, Research Projects, School Business Relationship, School Districts, Vocational Education

Identifiers-San Francisco Community College District CA

The Far West Laboratory for Educational Research and Development (FWL) conducted a project which focused on the design and validation of models for the linkage and coordination of vocational education at public and private postsecondary institutions with business, industry, and labor. The general procedure followed was to adapt organizational linkage and coordination models derived from an analysis of relevant research and literature. A major portion of the project facilitated the development of a linkage program between the medical assistant program of the Community College Centers of the San Francisco Commuqity College District and a local hospital. Simultaneously, project staff abstracted from the experience the principles and concepts relevant to the design of the public postsecondary linkage model. (A detailed description of this experience is available separately as CE 024 328. An iplementation guide is included.) Another portion of the project designed a private postsecondary model as part of a coordinated research program of the FWL and the International Institute of Food Industries. (A detailed description is available as CE 024 327.) (Project materials and questionnaires are appended.) (YLB)

ED 183 815 CE 024 367

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mountains. Weaving.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
Pub Date-Jan 78
Note-17p.; For related documents see CE 024 358-367.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, *Handicrafts, Job Skills, Readability
Identifiers Blue Ridge Mountains, *Weaving

This module on weaving is one of eight modules designed to provide instruction on authentic Blue Ridge Mountain crafts to adult basic education students as a low cost. Contents include notes on the history of weaving; process used, including equipment and materials, as well as method described narratively and graphically; and the followup, where the student is told how to progress to higher levels of proficiency. The Fry readability level of this module is 3.5. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

ED 183 925 CE 024 600

McCauley, Lynne D. Rusling, Diane E.
Final Report for the Intensified Career Exploration Program.
Policy Studies in Education, New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-33p.
Pub Type-Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Behavior, Career Development, Career Education, *Career Exploration, Cognitive Ability, *Cognitive Development, Grade 9, Grade 10, High Schools, *Program Effectiveness, Program Evaluation, *Student Attitudes
Identifiers-Ohio, Ohio Career Development Program

An intensified Career Exploration Program was evaluated through an analysis of the cognitive and affective learning resulting from ninth- and tenth-grade students' participation in the program. Designed to supplement the existing ninth- and tenth-grade components of the Ohio Career Development Program, this three-year program offered additional instruction and activities and provided opportunities for explorations into the community to 10% of tenth-grade students in six school districts: Akron, Boardman Local, Dayton City, Kirtland Local, Lorain City, and Minford Local. Design of the analysis of student learning involved administration of Revised Final Test Grade 10 to students participating in both programs as well as non-program students at the end of the 1976-77 school year, pre-post administration of the same test to students participating in the programs in 1977-78, and post-administration of the test to only students in the intensified program in 1978-79. The seven developmental areas tested were self, employability and work adjustment, world of work, decision making, education and training, individual and enrivonment, and economics. Findings indicated that students in the intensified program displayed more career-related learning in each developmental area, particularly regarding cognitive (as apposed to affective) learning. (YLB)

ED 183 964 CE 024 831

Military Curricula for Vocational & Technical Education. General Purpose Vehicle Mechanic, Blocks VI & VII, 8-12.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Technical Training Center, Chanute AFB, Ill.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-75

Note-657p.; The small type in diagrams will not reproduce well. For related documents see CE 024 828-829.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-*Air Conditioning Equipment, *Auto Mechanics, Behavioral Objectives, Course Descriptions, Curriculum Guides, Engines, *Equipment Maintenance, *Industrial Arts, Inspection, Learning Activities, Lesson Plans, Motor Vehicles, Postsecondary Education, Programed Instructional Materials, *Repair, Secondary Education, Skilled Occupations, Study Guides, *Vocational Education

Identifiers-Military Curriculum Project

This plan of instruction, lesson plans, student study guides, and programed texts for a secondary-postsecondary level course in engine mechanics is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the fourth of a four-part course (see Note for other sections) covering general vehicle mechanics, including inspection, maintenance, and repair. The plan of instruction suggests number of hours of class time devoted to each lesson in two blocks of instruction (Blocks VI and VIII), a total of 139.5 hours of instruction: (1) Brakes and Suspension (8 lessons, 94 hours), including hydraulic brakes, conventional and power steering systems, and service and adjustment of beam-type front axle and independent suspension systems and (2) Compression Ignition Engines and Automotive Air Conditioning, (4 lessons, 45.5 hours), including compression ignition engine familiarization, operation, and servicing and principles of, construction, operation, inspection, troubleshooting, evacuating, and charging air conditioning systems. It also details criterion objectives and support materials needed. Lesson plans outline teaching steps. Student materials in Block VI include two study guides containing objectives, text, and review questions and seven programed texts and in Block VII a study guide. Military manuals, commercial texts, and audiovisuals are suggested, but not provided. (YLB)

ED 184 099 CS 005 350

Jackson, Evelyn

Surveying: Is It Easily Applied in Today's Textbooks?

Pub Date-Mar 80

Note-10p.; Paper presented at the Annual Meeting of the Illinois Reading Council (12th, Peoria, IL, March 14-15, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advance Organizers, *Content Area Reading, Higher Education, *Reading Skills, Secondary Education, *Study Skills, *Textbook Content, *Textbook Evaluation, Textbook Research, *Textbook Selection

Identifiers-*SQ3R Study Formula

The survey step in the SQ3R study reading strategy consists of scanning the reading material and its organizational features to establish the nature/magnitude of the reading task and to formulate guidelines for accomplishing that task. When the chapters of six history textbooks were examined for the presence, absence, and number of organizational features comprising the survey step, however, a wide range and variation in the use of those features were apparent. This variability in textbooks has implications for textbook selection and classroom instruction. When selecting textbooks, it is important to consider how the student will be reading the text. Since surveying is believed to be a viable, effective strategy in studying, students should develop this skill in material which does not overwhelm them. Members of textbook selection committees should try surveying chapters of a proposed textbook to make sure that students are not handicapped by the lack or preponderance of certain text features. Once a textbook is selected, teachers should provide the students with a general introduction to the text, its features, and study strategies for dealing with the text. (RL)

ED 183 719 CE 023 054

Belkin, Allen Dries, Cindy

Oswego County Board of Cooperative Education Services Youth Employment Training Program, 1978. Final Report.

Oswego County Board of Cooperative Educational Services, N.Y.
Pub Date-78
Note-75p.; Not available in paper copy due to thin, light type.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Attitude Measures, Disadvantaged Youth, Economically Disadvantaged, *Employment Programs, Federal Programs, *Job Training, Program Effectiveness, *Self Concept, Student Evaluation, Unemployment, Vocational Education, Vocational Maturity, *Work Attitudes, *Work Experience, Work Experience Programs, Young Adults, Youth Employment, *Youth Programs
Identifiers-New York (Oswego County), Youth Employment and Demonstration Projects Act, Youth Employment and Training Program

The goals of the Oswego County (New York) Board of Cooperative Educational Services (BOCES) Youth Employment and Training Program (YETP) was to improve job-readiness posture and self-concept of unemployed youth and in-school youth. Two types of classroom training supported the major learning activity, which was work experience. These activities consisted of modules developed in the three areas of job-readiness, pre-vocational skills, and work experience. The purpose of module I was to develop positive work attitudes and knowledge; module II trained participants in two of thirteen vocational areas. Work experience (module III) was available in the health, office, recreation and child care, maintenance, and other occupational areas. The Vocational Opinion Index was used to pre- and post-test attitudinal factors of job readiness. Results showed significant improvement, especially in the areas of attractions to work and ability to deal with new situations and people. Results of pre- and post-testing using the program-developed Self Appraisal Survey to assess self-concept showed significant improvement for those with a deficient self-concept. Participants were also evaluated subjectively at various times by BOCES Youth Employment Coordinators, teachers, Work-Site supervisors, and assessment team members. (A ten percent program was also implemented and evaluated.) (YLB)

ED 183 737 CE 024 116

Ifenwanta, Samuel Gardner, David C.

The Importance of Lifelong Career Development as Perceived by Nigerian Teachers and Administrators.

Spons Agency-Paddock Nigerian Ltd., Enugu (Nigeria).
Pub Date-78
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *Career Education, Educational Trends, Elementary Secondary Education, Postsecondary Education, Surveys, *Teacher Attitudes
Identifiers-*Nigeria, Office of Education, United States

The purpose of this study was to ascertain if a representative sample of Nigerian teachers and educational administrators were in agreement with the basic tenets of the U.S. Office of Education career education model. A 31-item survey instrument was sent to 120 teachers and administrators from two Nigerian states and the federal capital of Nigeris (Lagos). Data collected from the ninety-four returned instruments support the notion that the basic concepts of career education in the U.S. are congruent with many of the concerns of Nigerian educators. Additional findings were (1) in this sample of administrators and teachers, there were no significant differences in responses; (2) the majority of respondents agreed that many Nigerian students leave the educational system without having made conscious career decisions; (3) the majority of the respondents agreed that many students leave the Nigerian educational system with little or no knowledge of the basic skills which employers require; and (4) the majority of respondents agreed that adequate provisions for continuing education for adults was lacking and that educational opportunities should be made available for all citizens. (LRA)

ED 183 869 CE 024 449

Project S.P.I.C.E. Special Partnership in Career Education. Economic Awareness. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-53p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, *Career Education, *Career Exploration, *Economics Education, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers-Education Amendments 1974, Florida (Volusia County), Project SPICE

This fifth in a series of six modules on economic awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for seven units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

ED 184 055 CS 005 265

Trabasso, Tom
Inferencing by Children from Connected Discourse. Final Report.
Chicago Univ., Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 80
Grant-NIE-G-77-0018
Note-29p.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Children, *Cognitive Processes, Concept Formation, *Connected Discourse, Discourse Analysis, Elementary Education, *Memory, *Reading Comprehension, *Reading Research, *Recall (Psychology), Research Projects
Identifiers-*Schema Theory

This report contains brief descriptions of 37 published and unpublished works and ongoing studies produced by a project designed to investigate the ways in which both children and adults comprehend and remember connected discourse. Among the topics of the published works, which include articles, book chapters, and a book, are the following: story structure versus content effects on children's recall and evaluative inferences; goals, inferential comprehension, and recall of stories by children; the effects of organization and instructional set on story memory; integrating research and instruction on reading comprehension; learning disability as an attention problem; event chain analysis and inferences in understanding narratives; and information integration by children. Among the topics of the unpublished works, which include theses, technical reports, and papers presented at professional meetings, are: children's comprehension and evaluation of intentions and consequences; the making and the assessment of inferences during reading; narrative analysis; preschool children's understanding of emotional states in terms of causes and consequences; goals, themes, inferences, and memory; mode of presentation and story comprehension; and the use of story schema to remember picture sequences. Topics of the ongoing studies include encoding and recall of picture sequences; comprehending and remembering moral dilemmas; causes and consequences of narrative events; and critical issues in story comprehension. (FL)

ED 184 143 CS 205 470

Naugle, Helen Harrold
Revision.
Pub Date-Mar 80
Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Commuqication (31st, Washington, DC, March 13-15, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Editing, Higher Education, Secondary Education, *Self Evaluation (Individuals), *Teaching Methods, *Writing (Composition), Writing Instruction, *Writing Skills
Identifiers-*Composition Process, *Revision (Written Composition)

Teachers should note that revision is an integral part of the writing process and that writers use revision in various ways. In some cases, revision means rewriting beginning at the end to discover the real focus of the paper and how to organize it for the greatest effect. In other cases, revision may mean simply polishing by deleting, adding, and substituting. Teachers can help students realize the importance of revision and its many uses by having students write an opening paragraph to an essay, exchange paragraphs with classmates, and have the readers provide the writers with one sentence restatements of the perceived thesis of the paragraph. In this way, the writer learns the importance of writing as a communication project rather than a mere exercise. The habit of revision is also established by rewriting paragraphs whose intent did not get through to the reader. Teachers can also ask students to edit other students' essays. This procedure creates a sequence of two assignments that, coupled with teacher/writer and teacher/editor conferences, illustrates the value of revision within the composing process. (A checklist is attached for students to use when evaluating, editing, and revising their work.) (RL)

ED 184 188 CS 502 880

Barbatsis, Gretchen S. And Others

A Struggle for Dominance: Relational Communication Messages in Television Programming.

Pub Date-Nov 79

Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Characterization, Females, Interaction Process Analysis, Interpersonal Relationship, Language Patterns, *Language Styles, Males, Modeling (Psychology), *Programing (Broadcast), *Role Models, Role Perception, *Sex Role, *Television, Television Research

Television's messages about sex role behavior were analyzed by collecting and coding spot samples of the ten top ranked programs in prime viewing time and proportionate numbers of daytime soap operas and Saturday morning children's programs. The content analysis was based on a relational coding system developed to assess interpersonal communication between two people. The results indicated that the depicted communication patterns were dominated by young, white, male characters; that most messages were dominance messages of a masculine language style,'' whether delivered by male or female speakers; and that the commuqication patterns tended to place the female receiver in a more submissive position. Analyzed from a symbolic interactionist perspective, these results suggested that television and the interpersonal communication patterns it projects act as socializing agents on the viewers, creating a distorted view of society's expectations for sex role behavior. (Author/RL)

ED 184 211 EA 012 522

Hall, Burnis, Jr.

Community Education Administration: An Annotated Bibliography.

Wayne State Univ., Detroit, Mich. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Grant-G007804718

Note-16p.; Not available in paper copy due to colored paper used in original document.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Education, *Administrator Qualifications, *Administrator Responsibility, *Community Education, *Competency Based Education, *Educational Administration

This publication is an attempt to compile a listing of dissertations, government sponsored projects, books, and articles that have value for prospective and practicing community education administrators. With a few exceptions, only works that were published during the last decade are included in this annotated bibliography of 33 entries. (Author/MLF)

ED 183 816 CE 024 373

Incremental Improvement of a K-12 Career Education Program. Final Report, July 1, 1977-June 30, 1978.

Monterey Peninsula Unified School District, Monterey, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH [illegible]1
Pub Date-78
Grant-G0077C0057
Note-22p.; For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Advisory Committees, *Basic Skills, Career Awareness, *Career Education, Career Exploration, *Community Involvement, Consumer Economics, Disabilities, Elementary Secondary Education, Inservice Teacher Education, Instructional Improvement, Integrated Activities, Parent Participation, *Program Effectiveness, Program Evaluation, Student Evaluation, *Teacher Participation

A project was designed to promote innovation in instructional procedures, curriculum development, collaborative community involvement, and staff development for incremental improvements in a comprehensive K-12 career education program. The fifteen project components focused on (1) applications of basic skills (reading, writing, and math) in regular classrooms to real and simulated experiences; (2) increased variety of career awareness, exploration, and preparation experiences; (3) improved student understanding of basic economic principles; (4) improved parent involvement; (5) development of a community-wide career education advisory council; and (6) extensive staff development to improve integration of career education activities in regular classrooms. By the end of the project period over 50% of the students in the Monterey Peninsula Unified School District were involved in one or more of the project activities. Outcome evaluations of the implemented components showed improvements in expanding students' repertoire of interests, economic understanding, and increased knowledge of various career options; no consistent increase in students' achievements in the basic skills as measured by standardized tests which could be attributed to career education activities; and improved staff understanding and involvement in career education activities. (Each component is presented in a one-page format, including objective, activities, evaluation plan, and findings.) (Author/YLB)

ED 183 833 CE 024 398

Military Curricula for Vocational & Technical Education. Social Problems of Police Administration, 14-2.

Air Force School of Applied Aerospace Sciences, Lakeland AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-25 Nov 75

Note-148p.; Not available in paper copy due to small type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Policy, Behavioral Objectives, Course Descriptions, Cultural Traits, Curriculum Guides, *Group Behavior, Labeling (of Persons), *Law Enforcement, Learning Activities, *Minority Groups, Organizations (Groups), *Police Education, Postsecondary Education, Psychological Needs, Social Bias, *Social Psychology, Vocational Education, Workbooks

Identifiers-Military Curriculum Project

Both teacher and student materials are included in this guide for a postsecondary course intended to provide training in the psychological aspects of confrontation, disturbance, or disorder. One of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting, the course consists of six lessons covering thirty-five hours of instruction. Subject matter for the course focuses on social science concepts, the psychology of crowds and mobs, the personal recognition of discrimination and prejudice, minority groups and their contributions to the United States, and analyzing reports. The plan of instruction, which suggests number of class hours to be devoted to each objective, is based on the following outline: Personal Perception (2 hours), Social Science Concepts and Theory (11 hours), Prejudice, Discrimination, and Minority Groups (8 hours), Crowds and Mobs (5 hours), After-Action Reports (3 hours), and Student Reports (6 hours). The course relies heavily on outside reading and individual activities. Lesson plans, behavioral objectives, textual material, and lists of additional readings are included along with suggested films and transparency sets (not included). Activities are directed at raising individual awareness of the social and psychological problems inherent in the imposition of authority on minority groups; correction and/or recognizing discrimination and prejudice on the part of individuals and the system; and developing strategies for handling these problems. It is noted that material is applicable to police training, teacher education, or supervisory courses. (MEK)

ED 184 032 CG 014 272

Dickerson, Kitty G. And Others

Freshman University Women Receive Inconsistent Expectation Messages'' from Parents.

Pub Date- 78
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Expectation, *Females, Interaction Process Analysis, Parent Child Relationship, *Parent Influence, Research Projects, *Role Conflict, *Self Concept, *Sex Differences, Sex Role

Differences in sex role expectations between parents of female college freshmen and male college freshmen were investigated. It was hypothesized that parents of entering college freshman women would be less likely than parents of entering freshman men to agree on expectations for their child and on sex role expectations in general, and that young women would be influenced by the conflicting expectation messages which they received from parents, and would experience difficulty in formulating stable, consistent expectations for themselves. Data from mailed questionnaires, returned by 95% parents of entering freshmen at a southeastern state university, supported the research hypothesis. Parents of the female students were much less likely than the parents of the male students to agree on expectations for their child and on role expectations in general. Further, it was fouqd that both the mothers and the fathers were inconsistent in their respective expectations for daughters. Large percentages of the female students' parents supported strong academic-vocational achievements for women, yet also identified women's major responsibilities in a traditional way. (Author)

ED 184 076 CS 005 321

Lucas, Peter A.
Visual Attention During Sentence Verification.
Pub Date-Apr 79
Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979). For related documents see CS 005 071, CS 005 321-323 and ED 178 861.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, *Eye Fixations, *Eye Movements, Grammar, Higher Education, *Reading Processes, *Reading Research, Semantics, *Sentences, *Syntax

Eye movement data were collected for 28 college students reading 32 sentences with sentence verification questions. The factors observed were target sentence voice (active/passive), probe voice, and correct response (true/false). Pairs of subjects received the same set of stimuli, but with agents and objects in the sentences reversed. As expected, sentence voice and probe voice interacted strongly, such that reaction times were faster when these voices matched. The majority of additional response time produced by voice mismatch was attributed to decision processes occurring after the initial reading of the sentence. The relatively long times typically spent on the second noun phrase of the probe sentences seemed to reflect post-perceptual cognitive manipulations of the semantic information from the two sentences. This result supported a weak version of the immediate linguistic awareness'' hypothesis, in which the sentence is read and encoded into some unspecified internal representation prior to the comparison process. In a two-stage model of this particular reading task, an active primary linguistic encoding stage transformed the visual stimulus into some internal representation that was placed in a buffer store until an appropriate time for further semantic processing. (RL)

ED 184 121 CS 205 421

Friss, Dick

Writing Class: Teacher and Students Writing Together. Curriculum Publication No. 11.

California Univ., Berkeley. School of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-42p.

Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Peer Evaluation, Peer Groups, *Remedial Instruction, Secondary Education, Student Improvement, *Student Teacher Relationship, Teaching Methods, Teaching Models, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Skills

Identifiers-*Bay Area Writing Project, *Composition Process

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The booklet traces the growth of a reluctant writer through a semester of a remedial writing class program, using samples of the student's writing to illustrate writing improvement. Teaching methods described include well-structured writing assignments, peer writing groups, interaction with students during writing, and teacher writing to each assignment along with students. (AEA)

ED 184 165 CS 502 840

Moore, Michael R.

Communication Competence: Implications for Communication Instruction in Higher Education.

Pub Date-Oct 79
Note-36p.; Paper presented at the Indiana Speech Association Fall Conference (Indianapolis, IN, October 25-26, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Communicative Competence (Languages), Higher Education, *Interpersonal Competence, Literature Reviews, *Speech Communication, *Speech Instruction, Teacher Effectiveness, *Teaching Methods
Identifiers-*Communication Research

Noting that a review of communication competence literature focusing on instructional practice reveals an absence of attempts to apply this research to instruction in higher education, this paper provides a synthesis of the research and discusses its implications for instructional goals and practices in higher education. It presents a review of the current perspectives of communication competence, notes their strengths and weaknesses, and offers a reconceptualization. The reconceptualization suggests that the primary focus of instruction should be not on how students communicate but on how they think about and respond to their communication. The paper concludes that communication instruction that focuses on developing specific outcome behaviors prepares students for effective functioning in a static world while instruction that focuses on developing communication competence prepares students for effective functioning in a changing world. (FL)

ED 184 237 EA 012 554

Noli, Pamala Morgan

Implications of Class Size Research.

Pub Date-18 Feb 80
Note-13p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Class Organization, *Class Size, Disabilities, *Educational Research, Flexible Scheduling, *Grouping (Instructional Purposes), Individualized Instruction, Large Group Instruction, Learning, Literature Reviews, Mainstreaming, Program Length, Reading Instruction, *Small Classes, Small Group Instruction, Student Teacher Ratio, Time Factors (Learning)
Identifiers-Beginning Teacher Evaluation Study

Recent research by Smith and Glass indicates that academic achievement is often correlated with class size. Findings from the Beginning Teacher Evaluation Study suggest that teachers can do a better job with smaller classes partly because they are able to individualize instruction. Yet the possibility of reducing class size significantly is fiscally impossible in most school districts, and small reductions do not produce enough achievement gain to make them worth the increase in cost. Less expensive methods to reduce group size or the adult-student ratio include teacher aides, parent and community volunteers, a staggered schedule, pulling out'' students into special labs or centers, team teaching, extended-day programs, and special support teams. Complex class size issues may be raised by student proficiency or competency standards, mainstreaming, and voucher programs. Upcoming research will provide additional insights and new avenues for inquiry and change. (Author/JM)

ED 183 759 CE 024 195

Mattison, William H.

Experience Based Career Education. Final Report, September 14, 1976-September 13, 1979.

Itawamba Junior Coll., Tupelo, Miss. Vocational-Technical Education Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--502AH60059

Pub Date-Sep 79

Grant-G04-76-03003

Note-206p.; Not available in paper copy due to colored paper.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Career Exploration, College School Cooperation, Employment Potential, Job Skills, Program Administration, *Program Effectiveness, School Business Relationship, Secondary Education, Student Attitudes, Two Year Colleges

Identifiers-Career Maturity Inventory (Crites), Experience Based Career Education, Mississippi

Three-year project description and third-party evaluation are included for a northern Mississippi Experience Based Career Education (EBCE) project program which sought to improve existing work experience programs through learning site anlaysis, individualized student learning packages with behaviorally stated objectives, and employer recruitment strategies. Development of prevocational skills (e.g., job search techniques) and guided job exploration are listed as primary goals of the project which employed three full-time learning coordinators, who, in addition to an on-site analyst and director, worked with six secondary and two postsecondary schools to provide services to a five-county area (over 600 participants directly and over 1,700 auxiliary students). Year-by-year summaries are included of objectives, activities, and accomplishments in program, publicity, staff development, dissemination, and evaluation. The third-party evaluator's report covers demographic background, general project description, and evaluation results for the last year (1978-79). It notes generally positive attitudes toward participation in the program, the fact that services were successfully offered on an open-entry, open-exit, part-time or full-time basis, and the expansion of the program to include high school dropouts and graduates and secondary and postsecondary students. Packaging of the widely-used orientation activities is recommended. The validity of using achievement tests (Career Maturity Inventory) to describe success or failure is questioned. (JT)

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Food Preparation.

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-42p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Testing, Food Service, *Food Service Workers, Guidelines, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests
Identifiers-Colorado

This basic vocational related skills assessment module in food preparation is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 184 009 CG 014 236

David, Debra Ehrenpreis, Tobi

Mental Health Paraprofessionals in Gerontology: Competencies for an Expanding Job Role.

Elgin Community Coll., Ill.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-79
Grant-NIMH5-T41 MH-15276
Note-38p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competence, *Employment Qualifications, *Gerontology, Job Skills, Mental Health, *Mental Health Programs, *Older Adults, *Paraprofessional Personnel

Expanding mental health services for the elderly are increasing the demand for trained paraprofessionals. Skills are identified which are needed by paraprofessionals providing psycho-social support services in a variety of gerontological settings in order to clarify appropriate paraprofessional functions and develop a model for competency-based curricula. A list of possible competencies was generated from an extensive literature review and evaluated by a panel of professionals and paraprofessionals from agencies serving the mental health needs of the elderly. Eleven basic competencies were judged ``essential'' or ``important'' for paraprofessionals. Ability to make appropriate referrals and intervention techniques were rated most essential. Each competency included general components applicable to mental health work with any age group and special components for work with the aged. (Author/BMW)

ED 184 212 EA 012 523

Schubert, William H.

A Curriculum Decision-Making Guide for Administrators, School Boards and Citizen Committees.

Pub Date-77

Note-19p.; Not available in paper copy due to light print of original document.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Role, Boards of Education, Citizen Participation, *Citizens Councils, Classroom Environment, *Community Involvement, *Curriculum Development, Curriculum Evaluation, *Decision Making, Educational Objectives, Educational Philosophy, Relevance (Education), *School Community Relationship

Beginning with the assumption that a curriculum advisory council composed of a broad community and educational representation has been established, this paper concerns the proper roles of citizens and professional educators on this council. It holds that the community-school decision-making body should consider all types of curriculum questions, but final decision-making power should be given to those judged to possess greatest expertise regarding particular questions. The remainder of the paper concerns the description of questions, issues, and sources that bear on curriculum considerations in school-community relations. These are discussed under the headings of philosophy, determining objectives, selecting experiences (content), determining sequence, selecting organizational patterns, evaluation, and relevance. An extensive bibliography, with some brief annotations, is organized under the above topics. (Author/MLF)

ED 184 279 EC 123 442

Aiello, James Steinfeld, Edward

Accessible Buildings for People with Severe Visual Impairments.

Syracuse Univ., N.Y.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report NO.-HUD-PDR-404

Pub Date-Apr 79

Contract-H-2200

Note-118p.; For related information, see EC 123 443-446

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reports - Research (143) - Non-Print Media (100)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Accessibility (for Disabled), *Blindness, *Building Design, Design Requirements, Facility Guidelines, Visual Impairments, Visually Handicapped Mobility

The report describes research and recommendations regarding architectural and environmental accessibility for visually handicapped persons. A three phase study was conducted in which visually handicapped persons helped identify mobility problems and evaluate tactile floor signals to identify areas of imminent danger (staircases, dropoffs, and extreme level changes). Detailed methods and findings are presented for each of three phases. A section on recommendations addresses obstacles; warning signals (for intersections, ramps, and doors); and direction finding information (tactile characters, elevators, visual landmarks). Drawings and tables are presented throughout. (CL)

ED 183 738 CE 024 117

Gardner, David C. And Others

Vocational Curriculum Modification. Teaching Technical Language to Learning Handicapped Students. Project HIRE: A Curriculum Management System for Instructing the Handicapped. Final Report, Volume 1.

Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date-Sep 79
Grant-G007701947
Note-129p.; For related documents see CE 024 118, CE 024 406-424, and CE 024 740. Best copy available.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Autoinstructional Aids, Evaluation, *Individual Instruction, Information Dissemination, *Instructional Materials, Learning Activities, *Learning Disabilities, Mainstreaming, Material Development, Remedial Instruction, Secondary Education, Student Evaluation, Teaching Guides, Vocabulary, *Vocabulary Development, *Vocational Education
Identifiers-Project HIRE

Volume 1 of the final report on Project HIRE reports the design, development, field-testing, and refining of self-instructional packages to teach entry level technical vocabulary to learning handicapped students mainstreamed in vocational programs. Volume 2, a management handbook, reports the methods and findings concerning development of strategies and standards for developing materials (see Note). Following an introduction to the project (chapter 1), chapter 2 describes development of the fifteen teaching booklets and five teacher's manuals in five trade areas (allied health, arc welding, culinary arts, graphic arts, and upholstery) through these steps: selection of 120-160 words per area, ordering them into three areas (tools, concepts, process) which produced booklets per area, writing definitions for a fourth-grade reading level, and designing a drawing representative of the term. (See Note for availability of these mateials.) Examples include definitions and illustrations and additional learning aids developed by the project (activity sheets and check-ups). Chapter 3 outlines the evaluation of the materials through pre- andpost-testing using the nonequivalent control group design and vocabulary tests. Findings indicate that the materials are an effective and economic way to teach the vocabulary. Chapter 4 describes dissemination activities. A sample teacher's manual and sample booklet pages are appended. (YLB)

A Compendium of Papers on Community Health Planning Issues. Volume 9: Community Health Planning. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.
Report NO.-DHEW-PHS-79-50088
Pub Date-79
Contract-282-77-0128
Note-102p.; For related documents see CE 024 223-237.
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Health Services, Community Programs, Community Resources, *Community Support, Cultural Influences, *Developing Nations, Evaluation, Health Education, *Health Needs, Medical Care Evaluation, *Medical Services, Needs Assessment, *Planning, Program Development, Psychology, Public Health, Rural Areas, Social Influences, Vocational Education

Intended to assist Agency for International Development officers, advisors, and health officials in incorporating health planning into national plans for economic development, this ninth of ten manuals in the International Health Planning Methods series contains eight papers dealing with the integration of community health concerns into development planning. Most were given at the conference on Planning for Health Care in the Context of Economic Development (San Diego, California, May 1978). They are (1) Bridging the Health Gap, by Paul Ahmed and Aliza Kolker; (2) Family Composition and Structure in Relation to Nutrition and Health Problems: Impact and Measurement, by Susan C.M. Scrimshaw and Gretel H. Pelto; (3) Rural Health Reorganization in Tanzania: The Implications of Change Implementation by Richard H. Hart; (4) The Community Health Worker: Guidelines for Training the Community to Power the Program, by Aaron E. Ifekwunigwe; (5) Critical Environmental and Economic Interdependencies: The Search for Societal Values, by Climis A. Davos; (6) Health Sector Assessment, by Ahmed and Kolker; (7) Socio-Cultural Factors in Health Planning throughout the World, by John J. Hanlon; and (8) Psycho Social and Cultural Aspects of International Health Planning: The Challenge of Providing Health Care Assistance to Developing Countries by Ahmed and Renee White Fraser. (YLB)

ED 183 794 CE 024 330

Mining Careers and Safety Curriculum Guide.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date- 79

Grant-KY7813103

Note-316p.; Some pages may not reproduce well because of light, broken type.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Career Education, Course Content, Curriculum Guides, Grade 12, Health, High Schools, Injuries, Learning Activities, *Safety, Safety Education, Teaching Guides, *Vocational Education

Identifiers-*Coal Mining

This mining careers and safety curriculum guide was developed to be used in a senior level high school course (175 two-hour class periods). Course goals include certification that students have completed the forty-eight hours of new underground coal mining training required by federal law. Twenty-three units of instruction are included: History of Coal; Geology of Coal; Chemistry of Coal; Use of Coal; Basic Introduction to Coal Mining; Mine Gases; Ventilation, and Dust Control; Fires and Explosions; Blasting; Roof and Rib Control; Electricity; Transportation and Communication; Modern Mining Methods: Underground; Drainage; Health and Safety; Modern Mining Methods: Surface; First Aid; Preparation, Sampling, and Analysis; Surveying and Mapping; Environment: Land, Water, Air; Labor Relations; Occupational Opportunities; and 48-hour Preemployment Review. Each unit contains five major sections: unit outline, objectives, resources, presentation and activities, and glossary of terms. Also included is a list of guidelines for field trips and a list of references. (LRA)

ED 183 851 CE 024 418

Gardner, David C. And Others
Graphic Arts Teacher's Manual. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-119p.; For related documents see CE 024 406-424, CE 024 117-118, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Dictionaries, *Graphic Arts, Industrial Arts, Industrial Education, Instructional Materials, Learning Activities, *Learning Disabilities, Mastery Tests, Mild Mental Retardation, *Printing, Problem Sets, *Remedial Instruction, Secondary Education, Semiskilled Occupations, Small Group Instruction, Teaching Guides, Vocabulary, *Vocabulary Development
Identifiers-Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Graphic Arts series is intended to accompnay three dictionary booklets (available as CE 024 419, CE 024 420, and CE 024 740) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the nine lessons in this set. Master'' copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 870 CE 024 450

Project S.P.I.C.E. Special Partnership in Career Education. Final Report.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-196p.; Not available in paper copy due to light and broken type. For related documents see CE 024 443-449, ED 163 226, and ED 167 775.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Career Exploration, Curriculum Development, Educational Research, *Fused Curriculum, Junior High Schools, *Mild Mental Retardation, Program Descriptions, *Program Evaluation
Identifiers-Education Amendments 1974, Florida (Volusia County), Project SPICE

The purpose of the Special Partnership in Career Education (SPICE) project was to design a practical, replicable, transportable career exploration curriculum for junior high-aged educable mentally handicapped students. Six career education modules and a guide for integrating career education into an existing curriculum were developed.

The six career education modules are (1) Self Awareness, (2) Attitudes and Appreciations, (3) Career/Educational Awareness and Exploration, (4) Decision Making/Beginning Competency, (5) Economic Awareness, and (6) Employability Skills. Students participating in the SPICE program went on site visits to work settings in the community, heard guest speakers discuss their careers, and met with the project staff in large and small groups to discuss career opportunities and requirements. Among the findings of summative and formative evaluation procedures was that the project succeeded in achieving twelve of the fifteen stated objectives. Overall, it was found that the SPICE program was more effective with the handicapped students than the non-handicapped group. (Appended material includes a list of subordinate objectives, project newsletters, and articles related to the project.) (LRA)

ED 183 906 CE 024 537

Kahn, Charles And Others

My Job Application File. Third Edition.

Joint Military Packaging Training Center, Aberdeen Proving Ground, Md.
Pub Date-80
Note-52p.; For related documents see CE 024 535-539.
Available from-Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($2.25; $46.85 for the set)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Instructional Materials, *Job Applicants, *Job Application, Job Placement, Learning Activities, Portfolios (Background Materials), Secondary Education, *Youth Employment

This guide contains ten exercises designed to aid students in completing job applications. Exercises included are (1) My Personal History, (2) My Educational Record, (3) Printing Neatly Helps, (4) Key Words and Abbreviations, (5) My Health Record, (6) Papers I Will Need, (7) Paid Work Experience, (8) Unpaid Work Experience, (9) My References, and (10) Letters and Resumes. Each exercise requires the student to fill in a portion of the job application. Also included in the guide are sample job applications from the following companies: McDonald's, Del Monte, Hyatt Corporation, General Electric, Chevron, Levi's, Pacific Telephone, American Airlines, and Consolidated Freightways. (LRA)

ED 183 926 CE 024 608

Community-Based Learning. Instructional Information for Developing and Implementing Community-Based Learning Programs for Career Development in Secondary Schools.

Rhode Island State Dept. of Education, Providence.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Note-85p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Guides, Behavioral Objectives, *Career Development, *Career Exploration, Curriculum Guides, Employers, Guidelines, Learning Activities, *Program Administration, Records (Forms), School Community Relationship, Secondary Education, *Work Experience Programs

For use by administrators, teachers, counselors, students, and employers involved in a secondary level experience-based career education (EBCE) program, this packet contains six booklets of guidelines, curriculum objectives and activities, and forms. Three of the booklets deal with administrative matters: (1) Planning, Implementing, and Managing Community-Based Learning (an overview of the Rhode Island Model which focuses on a partnership between school and community to help students explore, test, and evaluate possbile career choices); (2) An Implementation Guide for Administrators, Teachers, and Counselors (outlining the in-school and on-site program phases); and (3) A Manual for Enlisting and Developing Community Resource Sites (recruiting and analyzing employer participants). The curriculum guide for teachers and counselors (for the in-school component on career development) lists objectives and activities under the topics of self-awareness, career awareness, career preparation, and decision-making and career planning. An annotated list of resources suitable for a world-of-work course of study is included. The final two booklets are a student guide (program overview and program forms) and an employer's guide with suggestions and checklists. (JT)

ED 183 946 CE 024 679

Wiant, Allen A. Hutchinson, Ronald C.

Self-Assessment for Career Change: Does it Really Work? Summary Report of a Follow-up Study. Information Series No. 191.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-OB-NIE-G-78-0211

Note-15p.; For a related document see CE 024 678.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($1.75).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Identification, *Career Counseling, *Career Development, Career Education, Career Planning, Followup Studies, *Job Satisfaction, *Job Search Methods, Postsecondary Education, *Self Evaluation (Individuals), Skills, Success, Transfer of Training

Identifiers-Columbia University NY

This report highlights and summarizes a followup study to test some assumptions concerning the value of discovering one's transferable skills, particularly as that discovery may affect one's subsequent employment experience. (The followup study is available separately as CE 024 678.) Columbia University's Deep Investigation of Growth (DIG) program to identify personal success factors and use them in subsequent job search activities is briefly discussed, since the DIG success factor analysis, and resume reflecting it, were the specific skill analysis and reporting'' process studied. Data collection procedures and findings are reported for three groups: those now seeking the career counseling assistance of DIG, those who have participated in DIG, and those who have never and are not now seeking DIG assistance. The outcomes measured were skill utilization in employment, satisfaction with ability utilization, and job satisfaction. These conclusions are reported: (1) the self-analysis process is effective in encouraging consideration of one's employable skills as a set of skill attributes and in motivating search for employment utilizing one's skills; (2) those electing the DIG program do not appreciate their own versatility and skill marketability; and (3) a need exists for describing jobs in terms of skill attribute requirements. (YLB)

ED 183 987 CG 014 199

Keating, Norah Marshall, Judith
The Process of Retirement: The Rural Self Employed.
Pub Date-Nov 79
Note-18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Comparative Analysis, Developmental Stages, Foreign Countries, *Life Style, *Long Range Planning, *Planning, *Retirement, Rural Farm Residents, Rural Nonfarm Residents, *Rural Population, Spouses, *Time Perspective
Identifiers-Alberta, *Canada

The timing and nature of the process of retirement for self-employed individuals were investigated. Subjects were 25 farm couples and 24 non-farm couples, all residing in rural Alberta, Canada. Both groups were matched on age, income, and education. Findings support the existence of a retirement process with a developmental sequence beginning at about age 49 for men and age 47 for women. The process is characterized by a sequence of concerns with financial planning beginning at a mean age of 48, time planning at about age 50, and discussions with one's spouse regarding retirement at about age 54. Planning becomes important at somewhat different times for farmers and non-farmers and for men and women, as do the specific concerns. However, for all groups, the sequence of planning was constant. (Author/HLM)

ED 184 100 CS 005 351

Estes, Thomas H. Shebilske, Wayne L.
Comprehension: Of What the Reader Sees of What the Author Says.
Pub Date-79
Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Area Reading, *Discourse Analysis, *Reading Comprehension, *Reading Processes, *Reading Research, Research Methodology, *Structural Analysis (Linguistics)
Identifiers-*Schemata

One of the major assumptions of recent reading research has been that what the reader sees in the text plays as heavily in deteriming comprehension as does what the author says in the text. Although most researchers have tended to infer the reader's contributions by noting the differences between text structure and recall structures, there have been efforts to develop tools to quantify what the reader sees in the text. These efforts began with attention to a text's formal structure as the reader sees it and to the world knowledge of the reader presumed by the text. Four behavioral measures have been proposed for approaching text as a product of readers' perceptions: having readers mark off ''idea units'' in the text to determine where and how readers organize texts; rating these idea units as important/unimportant to the author's main points; recording the immediate recalls of what has been read; and rating the importance of propositions ensuing from dependency analyses. Research dependent on these measures has begun, using college students as ''expert readers''; and the interrelationships among the data suggest interesting connections between the manner in which students perceive text structure and the structure of their comprehension. (RL)

ED 184 144 CS 205 471

Sawyer, Thomas M.

Mass Media and the Debate about Nuclear Power.

Pub Date-Mar 80

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (31st, Washington, DC, March 13-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Problems, Engineers, Films, *Mass Media, *News Reporting, Sciences, *Scientific Concepts, Scientific Methodology, *Technological Advancement, Technology, Television

Identifiers-*Nuclear Energy, *Nuclear Power Plants

Many factors contribute to the difficulties the media have in dealing with science, engineering, and technology. These difficulties were pointed up in the media coverage of the March 1979 accident at the Three Mile Island nuclear plant, which reflected confusion and lack of understanding and which combined with other factors (including the movie The China Syndrome'' and mass demonstrations against nuclear power) to arouse unjustified public fears of nuclear power plants. Science and technology are difficult to explain simply for many reasons, including science's reliance on unfamiliar mathematical language, the difficulty of grasping laws of probability; and the large amounts of space necessary to explain long chains of scientific deductions and the complex systems involved in technological developments. In addition, certain aspects of journalism and television make it difficult for them to report about science and technology, including their need to cater to audiences' desires for dramatic accounts and the small time spaces allotted to television news stories. Finally, engineers may find it difficult to handle news events and public controversy because they cannot imagine that anyone doubts the veracity of scientists and because they openly analyze and criticize every aspect of every available solution to problems, reporting all the facts they know without selection. (GT)

ED 184 189 CS 502 883

Van Kleeck, Anne E. Cooper, Catherine R.

Children's Communication Strategies in a Cooperative Learning Task with Developmentally Delayed and Normal Partners.

Pub Date-Apr 80

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 6-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Skills, Early Childhood Education, Interaction, *Interaction Process Analysis, *Language Skills, Linguistic Competence, Mental Retardation, Research, *Young Children

Identifiers-*Communication Research

A study was conducted to identify the capacities of young children to demonstrate differential communicative responsiveness to normal children (same age and older) and to older, retarded children of an equal mental age in the context of a collaborative problem solving task. Eleven normally developing children (aged six to eight years) were the target subjects. Three were observed interacting with same-age, same-sex, normally developing children; four were observed interacting with older, same-sex, normally developing children; and four were observed interacting with older, same-sex, retarded children who were functioning at approximately the same developmental level as the normal children. The children worked in dyads. In the same-age dyads, communication was symmetrical; both partners produced similar numbers of total utterances, action directives, responses, and judgments of the task. In the mixed-age dyads, conversational dominance fluctuated between the older and younger child in different dyads. In the normal/retarded dyads, the normal children dominated conversation, creating an assymmetrical communication pattern. (Author/FL)

ED 184 259 EC 123 282

Caster, Jerry

Establishing the School-Parent Relationship.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Contract-300-78-0023

Note-123p.; For related information, see EC 123 283-284. Colored pages may not reproduce clearly.

Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Secondary Education, *Exceptional Persons, *Federal Legislation, *Individualized Instruction, *Parent Participation, *Parent Teacher Cooperation, Program Development

Identifiers-*Education for All Handicapped Children Act, *Individualized Education Programs

Intended for educators who deal with parents of handicapped students, the handbook provides practical suggestions for working with parents not only at times where federal law requires it but through the process of development, implementation, and review of an individualized educational plan (IEP) as well. Eight sections cover the following topics (sample subtopics in parentheses): introduction to the parent's viewpoint; historical and legal perspectives of a partnership with parents; parents and the team approach; parents and the IEP meeting (focusing on major goals, encouraging active parent participation, selecting the appropriate educational intervention); involving parents in the instructional process (home contingencies for school performance, practice of skills at home, examples of programs for use by parents); parents and the annual review (involving the student and conducting and concluding the meeting); resolving conflict with parents; and resources (selected P.L. 94-142 the Education for All Handicapped Children Act rules and regulations related to parents' rights and responsibilities and bibliography on parent information). (SBH)

Miller, Christopher W. Kennedy, William R.

The Effects of Work Experience and Undergraduate Education on the Learning Style and Career Development of Technical Professionals.

Pub Date-Oct 79
Note-19p.; Paper presented at the Annual Convocation of the Northeastern Educational Research Association (10th, October, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alumni, *Career Development, Careers, *Cognitive Development, *Cognitive Style, Engineers, Graduate Surveys, Occupational Surveys, Outcomes of Education, Postsecondary Education, *Technical Education, Technical Occupations, Vocational Followup, Work Experience Programs
Identifiers-Learning Styles Inventory

The purpose of this study was to determine characteristic learning patterns of technical education alumni at a mid-western engineering school (institute of technology). The research also included efforts to track cognitive and career development of the engineers in the study. The research sample consisted of five graduating classes selected at five year intervals from 1955-1975 and matched with a comparative sample from a nearby School of Applied Social Science. The primary measurement instrument used was the Learning Style Inventory (LSI) developed by Kolb in 1976 plus repeated presentations of a characteristic skills list matched with the LSI to measure career and education development. The group was sampled via a questionnaire. The primary unit of analysis involved was a two way ANOVA. Results suggested a disparity between the immediate interests of the students and long term career needs. Work study programs and a broader based education for the technical professional were recommended. It was determined that there is a general need on the part of both the educating institution and the student to more completely uqderstand the limitations of a technical education within the context of a technical career. (Learning style and process models and graphs of study data are appended.) (LRA)

ED 183 965 CE 024 836

Brickell, Henry M. Paul, Regina H.

Minimum Competencies and Transferable Skills: What Can Be Learned from the Two Movements. Information Series No. 142.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Policy Studies in Education, New York, N.Y.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-OB-NIE-G-78-0111

Note-71p.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($5.10)

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Competence, Competency Based Education, Job Skills, *Minimum Competencies, *Minimum Competency Testing, *Skill Development, *Transfer of Training, *Vocational Education

This paper compares and contrasts minimum competency testing and transferable skills in order to identify the important questions and issues to be considered by educational planners in developing programs intended to prepare students to meet the demands of both work and life. Each of the seven sections addresses a specific question related to minimum competencies and transferable skills. Sections included are (1) Why the Current Interest in Them?; (2) Whether Competencies or Skills?; (3) What Competencies and Skills?; (4) How Many?; (5) How Measured?; (6) When Measured?; and (7) What to Do with the Incompetent? Examples of transferable skills and characteristics are appended. (LRA)

ED 184 033 CG 014 274

McWhirter, Elizabeth P.

Development of the Concept of Proportionality from Early Childhood to Adulthood: The Importance of Context.

Pub Date-Jun 79

Note-45p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioural Development (5th, Lund, Sweden, June 25-29, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Age Differences, Behavior Patterns, Children, Cognitive Development, *Cognitive Processes, *Concept Formation, *Developmental Stages, Expectation, Foreign Countries, *Interpretive Skills, *Performance, Research Projects

Identifiers-*Ireland

Interpretation of experimental tasks is influenced by knowledge of the language used, by assessment of what the experimenter intends, and by how subjects themselves would normally represent the physical situation. Whether these processes in which children engage in cognitive studies differ from those employed by adults in similar tasks was investigated through a number of experiments which used different response criteria and different procedures. Focusing on proportional judgements of weight, area and volume the experiments demonstrated that when young children are given ''sensible'' tasks, they will perform better than expected. However, mature interpretation and performance by adults could not be taken for granted. In tasks derived from mathematics, science or logic, results suggested that cognitive processes might be increasingly hindered with age by interference from related but more familiar and more functional concepts, and from inappropriate experiential-rules from life. (Author)

ED 184 056 CS 005 267

Rupley, William H.
The Goal of Reading Instruction: Comprehension of Written Language.
Pub Date-80
Note-8p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (8th, Albuquerque, NM, January 31-February 2, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Context Clues, Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, *Reading Processes

Reading comprehension includes both how much a reader remembers and how well the reader understands what has been read. It is dependent upon processing meaning. A model for how this is done includes three steps: identifying important elements of the text, constructing representations of important text information, and matching the representations to existing concepts. Important elements of the text such as dates, experimental procedures, character relationships, frequency of appearance, or logical or grammatical relationships provide cues to focus the reader's attention. Internal representations may be visual, verbal, haptic (touch), or a combination of these. A breadth of long term memory allows the reader to form appropriate representations of what is read. Elaborating or abstracting information, integration of important information, and assigning names to representations are also subprocesses that are important for internal representations allowing increased comprehension. (TJ)

ED 184 077 CS 005 322

Hogaboam, Thomas W.

Time on Text: The Use of Eye Movement Records in Assigning Processing Time to Text.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979). For related documents see CS 005 071, CS 005 321-323 and ED 178 861.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Eye Fixations, *Eye Movements, *Measurement, Measurement Techniques, *Reading Processes, *Reading Research, Research Methodology

As six subjects read a history text, their eye movements/fixations were monitored and recorded. A processing profile was created for each subject, and the correlations between pairs of profiles were computed. The correlations were all positive, but quite small. Although the differences between correlations were not large enough to indicate a definite rank order, one generalization emerged: the higher correlations were associated with processing spans shorter than or equal to the saccade length. This finding tends to support the idea that the perceptual span extends from one fixation point rightword to the point of the next fixation. In the production of a single profile that represented the processing load at various points in the text, it was observed that less attention/fixation was given to the definite article the,'' and that increased processing times occurred for dates and numbers in the text. Since many issues concerning the reading process are critically dependent upon notions of processing load, the construction and analysis of processing profiles from eye movement records can be quite useful to reading researchers and theorists. (RL)

ED 184 122 CS 205 422

Healy, Mary K.

Using Student Writing Response Groups in the Classroom. Curriculum Publication No. 12.

California Univ., Berkeley. School of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-80

Note-38p.

Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Evaluation Methods, Expository Writing, Feedback, Group Experience, Group Structure, Secondary Education, *Small Group Instruction, *Student Reaction, *Teaching Methods, *Writing (Composition), Writing Exercises, *Writing Instruction, Writing Skills

Identifiers-*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. Step-by-step directions are provided to develop small writing response groups in any junior high or high school classroom, whether English, science, or social studies. The steps described include preparing for small group response sessions, establishing response groups, using transcribed examples of small group response, evaluating response group work, and coping with problems that may occur in small group work. (AEA)

ED 184 166 CS 502 841

Foss, Sonja K.

The Discourse of Pauli Murray: Rhetoric of Process.

Pub Date-Nov 79
Note-24p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activism, Audiences, Black Achievement, *Black Power, Females, *Feminism, *Intergroup Relations, Language Styles, Language Usage, *Persuasive Discourse, *Rhetoric, Rhetorical Criticism, Social Problems
Identifiers-Murray (Pauli)

The purposes of black feminist Pauli Murray in her feminist discourse are to help individuals gain self-awareness about their personal and social histories and about their potential for action, and to direct the energies of all oppressed people toward working together against oppression. Murray's discourse is addressed to successful professional women as well as to nonprofessional women; it provides a common arena in which black power and feminism can meet and focuses on past and potential accomplishments of oppressed groups working together. Among Murray's symbolic strategies are the use of supporting materials, including personal references that convey the improvement in women's condition, illustrative statistics, and citations of the testimony of experts. Murray's style supports her basic purposes in its compatibility with her message content; its optimistic tone; its establishment of personal experience as a valid means of support for her arguments, as well as its transcendance of the personal; and its interaction with the message to activate the audience. The structure of Murray's discourse is based on a variation of the problem-solution pattern. It appears that Murray's discourse increases her audience's capability to act, establishes her as a potential leader in both the black power and feminist movements, and contributes the vital theme of the affirmation of all human beings as a step toward universal liberation. (GT)

ED 184 238 EA 012 556

Nelson, Norbert J.

Administrative Strategies Used and Their Effectiveness in Tension Situations.

Pub Date-17 Feb 80

Note-9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Board Administrator Relationship, *Boards of Education, Communication (Thought Transfer), Conflict, *Conflict Resolution, Elementary Secondary Education, Methods, *Superintendents

Superintendents who come into conflict with their boards of education utilize a number of strategies with varying degrees of success. In this study, 77 Indiana school superintendents provided data on the strategies they use to resolve conflicts on their effectiveness. Superintendents indicated that changing behavior'' (communicating convincing evidence) was the most often used activity and proved highly effective. Used equally often and of equal effectiveness was timing the approach,'' or delaying action until success seems more probable. Direct confrontation was the third most used strategy and was perceived to be moderately effective. Also moderately effective and fourth most often used was acquiescence. Fifth most used but rather ineffective was a bluffing display of high confidence. The sixth strategy in level of use and fifth in extent of effectiveness was soliciting support from others; although rarely used, this technique was fouqd to be effective by those who used it. Finally, the least used and least effective strategy was to resign one's position. (Author/JM)

ED 184 280 EC 123 443

Steinfeld, Edward And Others
Accessible Buildings for People with Walking and Reaching Limitations.
Syracuse Univ., N.Y.
Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
Report NO.-HUD-PDR-397
Pub Date-Apr 79
Contract-H-2200
Note-170p.; For related information, see EC 123 442-446
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reports - Research (143) - Non-Print Media (100)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Accessibility (for Disabled), *Building Design, *Design Requirements, Facility Guidelines, *Physical Disabilities, *Structural Elements (Construction)

Research was reviewed and conducted regarding the accessibility of buildings for physically disabled persons. Data was produced regarding anthropometrics (eye level and reach limits for ambulant, semiambulant, and wheeichair bouqd persons); wheelchair maneuvers; speed and distance (maximum travel distances for people with limitations of stamina); push-pull forces against windows and doors; ramps (maximum slopes); toilet stalls (dimensions, use of grab bars); bathtubs (location of grab bars, need for seat); showers (dimension of shower stalls, usability of wheelin showers and those with a curb); bathroom layouts; kitchen (dimensions, heights of shelves and work surfaces); doorways; elevators (size, location of control panels, timing of elevator doors); public telephones; and public mailboxes. A final section compares data with previous research. (CL)

ED 183 817 CE 024 374

Increasing Career Education and Career Opportunities for the Severely Retarded Person through Use of Adult Education Programs within Community Settings. Final Report, October 1, 1977-December 31, 1978.

Maryland Univ., College Park.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-15 Oct 79
Grant-G0077C0073
Note-133p.; For related documents see ED 132 284 and ED 138 786. Report prepared at the Center of Rehabilitation and Manpower Services.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, Adult Programs, Career Choice, Career Development, *Career Education, Careers, Community Cooperation, Conference Proceedings, Conferences, *Employment Opportunities, Evaluation, Guides, Mainstreaming, *Normalization (Handicapped), Publicity, *Rehabilitation, *Severe Mental Retardation, *Special Education, Stereotypes
Identifiers-Education Amendments 1974, Maryland

A Maryland career education and opportunities program intended to make the public aware of the special career education needs of the severely retarded, reduce stereotyping in career choices on the basis of mental abilities, and demonstrate effective methods and techniques in career education. The five project objectives involved (1) conducting one-day regional community conferences at Hagerstown, Waldorf, Salisbury, Baltimore, and College Park; (2) public appearances (audio-slide presentations); (3) public endorsements through the media; (4) production and distribution of conference proceedings; and (5) development of a monograph providing a conceptual guide entitled Strategies for Increasing Career Education and Career Opportunties of Severely Retarded Persons. Invited conference participants were influential community members or decision makers in regard to career development of severely retarded persons. Conference evaluation by the participants consisted of post-conference and pre-post reactive questionnaires. (Analysis of results is provided.) The five chapters of the monograph were produced by authorities in the field of services to handicapped persons, including Douglas Biklen, Gunnar Dybwad, Donn E. Brolin, Stanley G. Sellars, Denis Stoddard, and William M. Usdane. (A summary of the project monograph and the entire conference proceedings, including principle speakers' addresses, are provided.) (YLB)

ED 183 834 CE 024 399

Military Curricula for Vocational & Technical Education. Diver Second Class, 15-3.

Naval Diving and Salvaging School, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 76
Note-2,019p.; Areas of small and broken type will not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price MF18/PC81 Plus Postage.
Descriptors-Behavioral Objectives, Course Descriptions, Curriculum Guides, *Equipment Maintenance, *Equipment Utilization, First Aid, High Schools, Learning Activities, Meteorology, *Navigation, Physical Fitness, Postsecondary Education, *Seafarers, Skilled Occupations, Teaching Guides, *Team Training, *Trade and Industrial Education, Welding, Workbooks
Identifiers-Diving, Marine Equipment, Marine Occupations, Military Curriculum Project, *Scuba Divers

This curriculum outline, student guide, and instructor guide for a secondary-postsecondary-level course in scuba diving (diver second class) is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 425-hour course is to provide training necessary to perform operational activities and maintain open circuit scuba surface supplied air diving equipment and related accessories/equipment as a member of a team. The plan of instruction suggests number of lessons and hours of classroom and laboratory time for twelve units: Physical Conditioning, Diving Physics, Medical Aspects of Diving, Open Circuit Scuba Diving, Diving Orientation, Underwater Basic, Underwater Advanced, Lightweight Diving, Underwater Tools, Underwater Cutting and Welding, Diving Equipment Repair, and Hyperbaric Chamber. The curriculum outline describes objectives and lesson duration and lists equipment needs and references. Contents of the student guide include objectives and information, assignment, job, and notetaking sheets. The instructor guide contains objectives, outline of instruction, and student and instructor activities. An additional military diving manual is recommended with the note that it may be obtained from the Government Printing Office. The course could be used in a group situation or adapted for individual study. (YLB)

ED 183 889 CE 024 511

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Child Care.

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-41p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, Basic Skills, Career Awareness, *Child Care Occupations, Cognitive Ability, Day Care, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests
Identifiers-Colorado

This basic vocational related skills assessment module in child care is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 183 907 CE 024 538

Anema, Durlynn
Get Hired! 13 Ways to Get a Job.
Joint Military Packaging Training Center, Aberdeen Proving Ground, Md.
Pub Date-79
Note-64p.; For related documents see CE 024 535-539.
Available from-Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($2.95; $46.85 for the set)
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Choice, Career Education, *Employment, *Employment Opportunities, Employment Qualifications, Instructional Materials, *Job Applicants, Job Application, *Job Placement, Learning Activities, Secondary Education

This guide contains thirteen units of instruction designed to illustrate how to get a job. Unit titles are (1) Offer Your Best Ability, (2) Follow Your Interests, (3) Put Your Talent to Work, (4) Make Your Classwork Pay, (5) Use Your Past Experience, (6) Check Out Business Needs, (7) Offer to Do Odd Jobs, (8) Offer a Special Service, (9) Believe in Yourself, (10) See Someone Who Counts, (11) Show How You Can Help, (12) Ask for a Tryout, and (13) Keep Trying. Each unit presents a story which describes how a teenager got a job. Following each story are questions and puzzles. The guide concludes with a job hunters kit that contains a question sheet designed to illustrate questions the student should ask, an inventory sheet designed to illustrate what the student has to offer, and a plan of action designed to help the student determine where to ask for work. (LRA)

ED 183 988 CG 014 201

Martin, Joanne And Others

Relative Deprivation Among Secretaries: The Effects of the Token Female Executive.

Pub Date-Sep 79
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrators, Attitudes, Career Ladders, *Females, Occupational Mobility, *Organizational Climate, *Promotion (Occupational), Responses, *Secretaries, *Tokenism

It was predicted that the inclusion of token females into executive job classifications would exacerbate feelings of relative deprivation among female secretaries and would therefore create alienated behavior on the part of the secretaries. An opposite pattern was found. Secretarial subjects (N 68) were randomly assigned to an all-male or token-female condition. Subjects in the token-female condition were more satisfied with secretarial and executive pay levels, were less willing to quit, and predicted lower annual turnover rates among secretaries. Subjects in the token-female executive conditions thought that promotions out of the secretarial ranks were both more likely and less desirable. Contrary to predictions, token integration of the executive ranks alleviated relative deprivation among female secretaries and made them more, rather than less, satisfied with their current positions. (Author)

ED 184 010 CG 014 237

Gerson, Mary-Joan
Motivations for Motherhood.
Pub Date 78
Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Birth Order, *Children, *Females, Feminism, *Mothers, *Motivation, Parent Attitudes, *Parent Role, Religious Factors, Research Projects, Self Concept, *Sex Role, Womens Studies

A multivariate exploration of the characteristics of women who want children and what women see as the benefits and costs of motherhood are presented. Among unmarried, childless female college undergraduates (N 184), positive memories of early childhood maternal love, traditional feminine sex role identification and anti-feminist sympathy were the primary unique psychological variables. Significantly correlated with parenthood motivation but not contributing uniquely to it were memories of father's loving care, perceptions of maternal success at and enjoyment of childrearing, and happiness of childhood. Women from large families (three or more siblings) expressed more desire for children than women from smaller families. Religious affiliation and birth order were not related to motivation. Three reasons for having children were uniformly identified as most important by the entire sample and the two extreme groups (markedly feminist and those most anxious to have children). (Author/BMW)

ED 184 213 EA 012 524

Schubert, William H.

Toward, Toward a Teory for Open Education: Defending Open Education in the Midst of Accountability Pressures.

Pub Date-78

Note-43p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability, Decision Making, Educational Objectives, *Educational Philosophy, *Educational Theories, Elementary Secondary Education, Ethics, *Humanistic Education, *Learning Theories, *Open Education, Values

This article is an attempt to assist open education advocates in seriously defending their commitments to humanistic or open education. The first section defines the term open education'' and traces its background. The remainder of the article is an attempt to generate principles to guide and defend open education as a viable alternative. Several areas of philosophy are used as categories within which assumptions basic to open education are developed. Historical and philosophical roots of current writing on open education are explored. A number of conclusions are offered as part of a theory for open education. The concluding section is in the form of a dialogue further attempting to explain open education. An extensive bibliography is provided. (Author/MLF)

ED 183 760 CE 024 203

Shaeffer, Bruce W.

Program Improvement Project for Industrial Education. Annual Report.

Curriculum Development Center of Kentucky, Lexington.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date-Jun 79

Grant-KY7813201

Note-135p.; Some pages will not reproduce well due to light and broken type.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Appliance Repairing, *Auto Mechanics, Classroom Design, Diesel Engines, Equipment Utilization, *Industrial Education, Inservice Teacher Education, *Job Analysis, Material Development, Occupational Information, *Office Machines, Postsecondary Education, *Program Improvement, Repair, School Shops, Secondary Education, Standards, Task Analysis, Teacher Developed Materials

Identifiers-Kentucky

Designed to improve industrial education programs through the development of minimum uniform quality standards, a project developed a task list, educationally sequenced the identified tasks, and developed a recommended shop layout and equipment list for four occupational areas: diesel repair, appliance repair, office machine repair, and small engine repair. Inservice training on use of the materials and development of student materials was provided for teachers. Other activities included collecting current materials, practices, and procedures for certain program areas and incorporating activities to eliminate sex bias and sex-role stereotyping. (Appendixes and supplements amouqt to well over nine-tenths of the report. Inventories for the four occupational areas which were sent to incumbent workers to survey background information, equipment lists, and task lists are appended. The supplements provide other project products: a sample small engine module for teacher development, listing of auto mechanics and tractor mechanics modules adaptable to diesel, initial status report on diesel equipment repair programs, list of nineteen diesel and fifty auto/diesel modules developed and program sequence master sheets for small engine repair with objectives and module titles for forty-seven modules, and air conditioning modules adaptable to appliance repair. A program sequence master sheet for masonry was produced but is not included. (YLB)

ED 183 795 CE 024 334

Poteet, G. Howard

There's a School in Your Mailbox: A Book on Home Study.

McGraw-Hill Continuing Education Center, Washington, D.C.; National Home Study Council, Washington, D.C.

Pub Date-79

Note-123p.; Some pages containing small type will not reproduce well.

Available from-National Home Study Council, 1601 18th Street NW, Washington, DC 20009 ($3.50 plus $.50 postage and handling).

Pub Type- Books (010) - Guides - General (050)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, Careers, Correspondence Schools, *Correspondence Study, Guidelines, *Home Study, *Independent Study, Nontraditional Education, Part Time Students, Schools

Divided into ten sequential chapters, this book provides a comprehensive consumer guide to home study (correspondence study). Chapters deal with educational alternatives (how to select the best training, pros and cons of home study), what can be learned through home study (yacht designing, gemology, stock market investment, military or job skills upgrading), how one learns (including sample assignments, tests, materials handling, and central site training), profiles of four home study instructors, and student opinions and experiences with home study. The four final chapters deal with how to's: evaluating schools before enrolling, enrollment procedures, effective home learning practices, and getting satisfaction from what has been learned. An annotated list of 100 accredited correspondence schools is appended. (MEK)

ED 183 852 CE 024 419

Gardner, David C. And Others

Graphic Arts Dictionary 1. Project HIRE.

Boston Univ., Mass. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--498AH70309

Pub Date- 79

Grant-G007701947

Note-72p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, *Graphic Arts, Individual Instruction, Industrial Arts, Industrial Education, Instructional Materials, *Learning Disabilities, *Printing, *Remedial Instruction, Secondary Education, Semiskilled Occupations, Small Group Instruction, Vocabulary, *Vocabulary Development

Identifiers-Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Graphic Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons dealing with binding and printing. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 420 and CE 024 740. An accompanying teacher's manual is available separately as CE 024 418. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.)

(YLB)

ED 183 871 CE 024 454

Women's Academic and Career Choices. Final Report, August 1, 1978-October 31, 1979.

State Univ. of New York, Albany. Research Foundation.; State Univ. of New York, Cortland. Coll. at Cortland.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.--554AH80661

Pub Date-79

Grant-G0078C0022

Note-99p.; Sections of small or broken type will not reproduce well. For related documents see ED 163 226 and ED 167 775.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Awareness, Career Choice, *Career Education, *College Freshmen, Counseling, Course Descriptions, *Females, *Higher Education, Nontraditional Occupations, *Sex Role, Sex Stereotypes

Identifiers-Education Amendments 1974

This year-long project was designed to encourage women to broaden their career options in particular, to consider non-traditional fields. The project had three major components: (1) a two-credit course entitled Women's Life and Career Choices, (2) intensive advisement by female faculty members, and (3) the gathering of data on career attitudes and aspirations. The two-credit course was designed to provide specific information through lecture, discussion, and selected readings on careers for women, to demonstrate the possibilities for competence, success, and job satisfaction for women in nontraditional careers, and to provide role models for women students. The faculty-student advisement relationship was used to encourage the students to do some career exploration at the beginning of their college careers. Seventy-five randomly selected incoming freshmen women participated in the experimental group. Findings indicated that there was a significant increase in self-esteem for the experimental group but not the control group over the year. There were no overall significant differences in career attitudes or expectations between the experimental and control group. The experimental group had a slightly higher retention rate for the sophomore year. (The course outline, instruments used, and course evaluation summaries are appended.) (LRA)

ED 183 966 CE 025 387

Wilms, Weilford W.

Vocational Education and Social Mobility: A Study of Public and Proprietary School Dropouts and Graduates.

California Univ., Los Angeles. Graduate School of Education

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-11 Juq 80

Note-188p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Comparative Analysis, *Dropout Research, Employment Opportunities, Followup Studies, *Graduate Surveys, Job Training, *Proprietary Schools, *Public Schools, *School Holding Power, *Social Mobility, *Vocational Education, Wages

Identifiers-California (San Francisco), Florida (Miami), Illinois (Chicago), Massachusetts (Boston)

This study asks, Are proprietary schools able to hold their students to graduation better than public schools?'' Who are the dropouts and what difference does completing a vocational program make? Do completers get better jobs and earn more than dropouts?'' A total of 1,576 students were followed after they enrolled in 50 public community colleges and proprietary vocational schools for 28 months, uqtil they graduated, transferred to another school, quit school to go to work, or dropped out entirely. The students were enrolled in three upper-level occupational programs (accounting, computer programming, and electronic technician training) and three lower level occupational programs (secretary training, dental assisting, and cosmetology) in schools in San Francisco, Chicago, Miami, and Boston. Of the original sample, 83% were interviewed at 6-month intervals uqtil they left school. Results of the study showed: (1) the students most likely to drop out of both types of schools were poorer, minority students; (2) proprietary schools had greater holding power; (3) proprietary school students had, on the average, a 1 1/2 times greater chance of graduating within 2 1/3 years than those in public schools; (4) except in lower-level, female occupations, dropping out made no difference in students' job placements; dropouts from both types of schools had the same unemployment rates as did the graduates; and (5) dropping out had no effect on students' initial and later earnings; however, an important finding was that students with higher levels of ego development earned more over time. Based on these findings, it is concluded that vocational education is not an effective way to equalize students' opportunities in the labor market, and that proprietary schools are more efficient in providing entry-level job training than public schools. Recommendations are that students have access to information about schools' dropout rates and about jobs and earnings of past graduates; that the role of the more efficient proprietary schools in providing this training be expanded; and that the National Institute of Education give high priority to supporting research to redefine public vocational education needs. (Author/DB)

ED 184 057 CS 005 269

Katz, Carla S.
An Investigation on the Effect of a Facilitating Visual-Verbal Method Versus the Traditional Dictionary Method on Vocabulary Development.
Pub Date-Aug 78
Note-63p.; M.Ed. Thesis, State University at Brockport.
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Research, Junior High Schools, Teaching Methods, *Verbal Learning, *Visual Learning, *Vocabulary Development, *Vocabulary Skills

A study to investigate the effect of a visual-verbal method versus a traditional dictionary method to teaching vocabulary development involved 44 students in seventh grade literature classes. A review of the literature indicated a need for quality vocabulary instruction that could offer students more creative, diverse methods to increase their level of understanding in their speaking, listening, and writing vocabularies. Students in the study were divided into two groups: a visual-verbal group illustrated their words by cutting out or drawing pictures to accompany them; a traditional dictionary group looked up their words in the dictionary, listed a synonym or an antonym, and wrote a sentence for each. Both groups then were involved in some form of discussion on their selections. Multiple choice and word passage pretests and posttests were administered and an analysis of the results indicated that there were no significant differences between the two methods. The findings suggest that a visual-verbal method could offer needed indepth understanding of words if it was used in conjunction with other vocabulary instruction methods. (The study's tests and test results are appended.) (AEA)

ED 184 101 CS 005 352

Burg, Leslie A. Kaufman, Maurice

The Impact of Chapter 766 on Utilization of Reading Specialists in Massachusetts.

Pub Date-Sep 79

Note-24p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Learning Problems, *Reading Consultants, *Reading Difficulties, Reading Improvement, *Reading Instruction, *Reading Research, *Remedial Programs, *Remedial Reading, Special Education Teachers, State Standards, State Surveys, Teacher Education

Identifiers-Comprehensive Special Education Law (Mass), *Massachusetts

A study was conducted to determine the impact on remedial reading instruction of recent Massachusetts legislation aimed at providing diagnostic/prescriptive services to identified special needs children in the public schools. Specifically, the study concerned available programs, certification and deployment of specialized personnel, delivery of prescribed services, and application to the state for reimbursement for services rendered. Of the questionnaires mailed to school superintendents in 351 communities in the state, 130 were completed and returned. The findings revealed that a large number of school systems had remedial reading programs that employed certified reading specialists and that reading specialists were characteristically used in the state-authorized diagnostic/prescriptive procedure by which children were provided with special education services. They also revealed, however, that there was considerable confusion about the eligibility of school systems to receive state reimbursement funds when certified reading specialists provided diagnostic/prescriptive services to learning disabled children. As a consequence of this confusion, school systems whose administrators thought they were not eligible for reimbursement for reading specialists' services tended not to use specialists in this role, using instead special education teachers who might not have had specific preparation for teaching reading. (FL)

ED 184 145 CS 205 474

Van Kleeck, Anne

A Linguistic Comparison of Talkative and Reticent Three Year Olds.

Pub Date-Apr 80
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Language, Comparative Analysis, Developmental Stages, Discourse Analysis, *Language Acquisition, *Language Research, *Linguistics, Preschool Children
Identifiers-*Reticence

An exploratory study investigated the communicative behaviors that differentiate talkative from reticent children. Four three year-old girls who varied in degree of talkativeness were observed in naturalistic interactions with six to eight previously unfamiliar adults. All four children had demonstrated age-appropriate knowledge of linguistic structure (both receptively and expressively) on several standardized tests. However, in spontaneous conversation, the length and syntactic complexity of language used was substantially greater for the most talkative child. Discourse differences included a greater tendency to respond to comments and self-initiate questions as talkativeness increased. In addition, these children differentially influenced their adult conversational partners' discourse, but not their average length of utterance. (Author/FL)

ED 184 190 CS 502 884

Lower, Frank J. Winsor, Jerry L.

A Kohlbergian Analysis of Selected First Amendment Supreme Court Decisions.

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Content Analysis, Court Doctrine, *Court Litigation, Decision Making, *Developmental Stages, *Freedom of Speech, *Moral Development, *Moral Issues, Speech Communication

Identifiers-*Kohlberg (Lawrence), *Supreme Court

Noting that Lawrence Kohlberg has written extensively in the fields of education and psychology regarding moral development in adolescents and adults, this paper argues that Kohlberg's approach offers a viable addition to levels of understanding of rhetorical discourse. The paper first offers a discussion of the Kohlbergian theory of moral development, with brief explications of each stage of moral development. It then applies this theory to selected United States Supreme Court opinions dealing with the First Amendment to the Consitution and specifically with the issue of obscenity. The approach of the paper is premised on the observation by Kohlberg that the Consitution and the Supreme Court interpretations of it represent the social contract'' stage a high stage of moral reasoning. The paper also presents the findings of a pilot study undertaken to test this assertion and reports that of 98 Supreme Court decisions studied, approximately 60% were at the stage Kohlberg had predicted. The paper concludes with suggestions for other areas for investigation using Kohlbergian analysis. (FL)

ED 184 260 EC 123 283

Ford, Karen Stjernberg, Lloyd

Meeting the Least Restrictive Environment Challenge: Preliminary Considerations for Educators. An Inservice Training Package.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Contract-300-78-0023

Note-206p.; For related information, see EC 123 282 and EC 123 284.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administrator Attitudes, *Attitude Change, *Disabilities, Elementary Secondary Education, *Federal Legislation, Inservice Education, Inservice Teacher Education, *Mainstreaming, *Student Placement, Teacher Attitudes, *Workshops

Identifiers-*Education for All Handicapped Children Act

The document provides a guide to implementing a 2 day workshop designed to enhance administrators' and classroom teachers' awareness and understanding of P.L. 94-142 (the Education for All Handicapped Children Act) and the least restrictive environment (LRE) concept and to improve attitudes regarding the education of handicapped students in general education classrooms. First day activities deal with the rights of students and clarification of teaching values through self awareness activities. Second day activities begin with an introduction to individual attributes; then, through various small group activities, focus shifts to handicapped individuals. A discussion of P.L. 94-142 follows, and the LRE requirement of the law is explained. Additional activities focus on sharing the participants' understanding of and attitudes toward serving handicapped individuals in the regular classroom setting. The final activity allows the participants to actually design a LRE. Each workshop contains instructions to the facilitator, module objectives, a script to be followed for presentation, and masters of handouts and overhead transparencies needed to conduct the workshop. (Author/SBH)

ED 183 721   CE 023 216

Herrnstadt, Irwin L. And Others

Transition from School to Work: The Contribution of Cooperative Education Programs at the Secondary Level. Final Report.

Northeastern Univ., Boston, Mass. Dept. of Economics.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date-Aug 79

Contract-DL-82-25-71-39

Note-389p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Cooperative Education, *Education Work Relationship, Employment Potential, Entry Workers, *Graduate Surveys, *High School Graduates, High Schools, Interviews, On the Job Training, Part Time Employment, Program Evaluation, Secondary Education, Student Employment, Unemployment, Vocational Education, *Vocational Followup, Wages, *Work Experience, Work Study Programs

Identifiers-Massachusetts

Focusing on graduates of cooperative vocational programs at the high school level, a study described and analyzed the in-school and post-high school labor market experiences of 427 students enrolled in four different programs during their junior and senior years: cooperative vocational, regular vocational, work study, and general academic. The (male) students, who attended eighteen high schools in nine Massachusetts cities and towns, were interviewed first while seniors and then after graduation (in spring 1972) in three followup interviews over an eighteen-month period. Interviews with students prior to graduation elicited information concerning employment experiences during high school (labor force participation, weeks of employment, unemployment experiences, occupations and industries of jobs held, wages, and on-the-job training) and post-high school plans. In subsequent interviews students were questioned as to their first post-high school job, labor force participation, employment experience, unemployment experiences, and wages. In general, the successes of graduates from cooperative vocational programs were not significantly greater than those of graduates from other programs. Irrespective of the high school program, the amount of work experience during the high school years was a significant factor leading to success in the transition from school to the labor market. (YLB)

ED 183 739 CE 024 118

Gardner, David C. Beatty, Grace Joely

Practical Approaches to Curriculum Development. A Management Handbook. Project HIRE: A Curriculum Management System for Instructing the Handicapped. Final Report, Volume 2.

Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date-Juq 79
Grant-G007701947
Note-70p.; For related documents see CE 024 117, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Role, Cooperative Programs, Coordination, Course Content, Curriculum Design, *Curriculum Development, Curriculum Evaluation, Educational Innovation, Employer Attitudes, *Learning Disabilities, *Management Systems, Material Development, Models, Program Administration, Secondary Education, *Standards, Surveys, Teacher Attitudes, Teacher Motivation, Teacher Participation, Validity, *Vocabulary Development, *Vocational Education
Identifiers-*Curriculum Management, Project HIRE

Within the context of the major objectives of developing, field testing, and refining the curriculum materials described in volume 1 of this final report (CE 024 117), Volume 2 describes and critiques the management system used by Project HIRE in that development process. (See Note for availability of curriculum materials.) Chapter 1 introduces the standards/strategies paradigm (management model), based on a product development orientation philosophy. Figures outline the nine standards and strategies leading to the development of a product, service, or other outcome. Each of the other four chapters is concerned with one or more of these standards/strategies. The general format for each chapter is (1) introduction, and background, (2) procedures, (3) research methods (if appropriate), and (4) evaluation and discussion. Chapter 2 is concerned with teacher motivation and administrator involvement. Emphasis is on the conducting and results of a pilot study to determine the relationship between incentives and teacher participation and change orientation. The teacher opinion survey and change orientation scale are provided. Chapter 3 discusses material design based on learning theory and research findings. The two standards/strategies considered in chapter 4 are content selection and validation. Survey instruments to determine terminology usage and employer perception of job-entry relatedness are given. Chapter 5 focuses on an interdisciplinary curriculum development approach and university management and coordination. (YLB)

ED 183 778 CE 024 237

A Compendium of Papers on Health and Economic Development. Volume 10: Health or Wealth. International Health Planning Methods Series.

CPI Systems, Inc., Dallas, Tex.; Office of International Health (DHEW/PHS), Rockville, Md.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50089

Pub Date-79

Contract-282-77-0128

Note-96p.; For related documents see CE 024 223-236.

Pub Type- Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Developing Nations, *Economic Development, Finance Reform, Financial Support, Health Programs, Health Services, *Improvement, Income, *Public Health, Public Support, *Social Change, *Systems Analysis, Vocational Education

Intended to assist Agency for International Development officers, advisors, and health officials in incorporating health planning into national plans for economic development, this tenth of ten volumes in the International Health Planning Methods series deals with the relationship between health and economic development. In an introduction, W. Boyd Littrell discusses the three articles which make up this volume. Health, Income Distribution, and Source of Health Expenditures in Developing Countries, by Milton I. Roemer, addresses the issues of income and health spending. To improve the general health of the population, he suggests increased public sector spending for health services. In A Systems Perspective on Health and Development, Paul O. Wooley, Jr. (1) summarizes the issues associated with the definition and measurement of health and (2) describes the uses and limitations of various methods, particularly as related to less developed countries (LDCs). Theodore D. Woolsey's paper, Needed Development Research for Measuring the Health of Populations in the LDCs, first sets out eight principles clarifying the meaning and importance of health.'' He then summarizes key issues in the health and development dilemma before discussing the effects of improved health upon socioeconomic development. To bring the needed clarity to this matter of health and development, he recommends systems analysis. (YLB)

ED 183 927 CE 024 609

Project BICEP: K-6 Career Awareness Curriculum Model. Career Awareness, Mathematics.

Barnstable Public Schools, Hyannis, Mass.
Pub Date-80
Note-245p.; For related documents see CE 024 610-611.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, *Career Education, Curriculum Guides, *Elementary Education, Elementary School Curriculum, *Fused Curriculum, Learning Activities, *Mathematics, Teacher Developed Materials, Teaching Guides
Identifiers-Project BICEP

This K-6 Career Awareness Curriculum Model is composed of a variety of activities that mathematics teachers can use to infuse career awareness into their instructional units. The activities are divided into eight topical sections: (1) Economic Principles, (2) Numeration, (3) Measurement, (4) Decimals, (5) Graphs/Fractions, (6) Time, (7) Estimation, and (8) Money Application. For each activity listed, the following information is provided: materials/resources, level (primary or intermediate), type (entire class or individual), time, instructional objective, procedures, student activity sheet, supplementary resources, and followup activities. (LRA)

ED 183 947 CE 024 681

Ashley, William L., Comp. And Others
Occupational Adaptability: Perspectives on Tomorrow's Careers. A Symposium. Information Series No. 189.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OB-NIE-G-78-0211
Note-67p.
Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 ($4.50)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Change, Education Work Relationship, Employment, *Generalization, *Job Skills, *Skill Development, *Transfer of Training, Vocational Adjustment, Youth Employment

This publication reports the proceedings of a national symposium that examined from several perspectives the application of occupational adaptability and transferable skills in preparing individuals for tomorrow's careers. Five presentations made up the symposium. Jerry Short spoke on New and Changing Occupations: Jobs and Skills for Tomorrow and offered strategies for teaching adaptability that could assist individuals in becoming adaptable. Speaking on An Employer's Concern with Occupational Adaptability, Richard Peterson stated that both employers and workers must become aware of the transferability of skills as opposed to job specificity in successfully preparing themselves and others for a lifetime of work. Paul Barton's presentation on The Early Youth Employment Experience examined labor market data to show a relationship between education and work. Application of the concepts of transferable skills and occupational adaptability were examined and questioned. Judy Springer gave a status report on training in Business and Industry. In his presentation on Occupational Adaptability and Transferable Skills: Synthesis and Reaction, George Copa reviewed major issues discussed by the other symposium presenters. (LRA)

ED 184 034 CG 014 275

Stennett, R. G. Isaacs, Lorna

The Elementary to Secondary Transition: A Follow-Up of High Risk Students.

London Board of Education (Ontario). Educational Research Services.

Note-14p.; Research Report 79-03.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Articulation (Education), *Failure, Followup Studies, Foreign Countries, Grade 9, *Grade Point Average, *Performance Factors, *Risk, Secondary Education, Secondary School Students, Student Characteristics, Student Problems, Student School Relationship

Identifiers-*Ontario

The number and characteristics of ninth grade students who ran a high risk of not successfully completing their ninth grade program were investigated. With the assistance of the school guidance counselors data were collected with two forms, one which contained information from teachers about students identified as ``high risk'' in the eighth grade and one which identified those ninth grade students who had failed two or more subjects at mid-term or were taking remedial work. Results indicated that: (1) the ``high risk'' group contained proportionately more boys than girls; (2) students in the ``high risk'' group appeared to be only slightly less capable academically than students in general; and (3) many academic problems were related to school placement and/or course selection. (Author/HLM)

ED 184 123 CS 205 424

Bay Area Writing Project/California Writing Project/National Writing Project: An Overview.

California Univ., Berkeley. School of Education.

Pub Date- 79

Note-20p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, Inservice Teacher Education, Institutes (Training Programs), Program Descriptions, *Program Evaluation, Secondary Education, *Summer Programs, *Teacher Education, *Teacher Improvement, Teacher Workshops, *Writing (Composition), Writing Instruction, *Writing Skills

Identifiers-*Bay Area Writing Project

This overview of the Bay Area Writing Project (BAWP) discusses the initiation and development of BAWP, the proliferation of programs based on the Bay Area model, and the establishment of the National Writing Project (NWP). The basis for BAWP is described as the recognition that there are outstanding teachers of writing in the schools and that these teachers, when identified and encouraged, can serve as the best teachers of their peers. The report deals with other aspects of BAWP such as inservice training programs that range from three-hour workshops to year-long series of programs; follow-up activities such as monthly meetings, writing groups, and newsletters; other teacher education efforts at the University of California such as the Open Program (part of Berkeley's Summer Program for Teachers), the Subject-A Training Program, the Pre-Service Credential Program, and a Master of Arts in Teaching program; classroom based research in California secondary schools; teacher-written curriculum publications; an emphasis on writing across the curriculum; and program expansion to the state level. The last portion of the report describes the development of the NWP, explains the procedure for establishing new NWP sites, and summarizes recent evaluations of the effects of BAWP. (AEA)

ED 184 167 CS 502 842

DeVito, Joseph A.

Educational Responsibilities to the Gay and Lesbian Student.

Pub Date-Nov 79
Note-25p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, Civil Liberties, *Civil Rights, *Communication (Thought Transfer), Higher Education, *Homosexuality, *Lesbianism, Minority Groups, Self Concept, Social Bias, Social Discrimination, Stereotypes, *Teacher Responsibility

Administrators and teachers should ensure that gay and lesbian students are accorded rights equal to those accorded to heterosexual students. Administrators have the responsibility to find and hire gay and lesbian teachers and to secure for them total equality with heterosexual teachers as well as a supportive, accepting atmosphere; under such conditions, gay and lesbian teachers can serve as effective role models for gay and lesbian students. Teachers and writers can approach the treatment of gay and lesbian students by focusing on promoting equal rights for all persons, by helping students to develop a positive self-concept about their identities, and by promoting mutual understanding and effective communication among students. Teachers should develop an intellectual and emotional recognition of gay and lesbian existence, history, and behavior; should avoid negative stereotypes of gays and lesbians; and should avoid the heterosexual presumption in teaching and writing, striving to eliminate discriminatory language usage and to prohibit abusive classroom criticism of the gay and lesbian cause. Teachers should also recognize the influence of affectional preference on communication with regard to such variables as self-disclosure, language usage, message encoding and decoding, contextual and subcultural differences, field of experience, and relational development and deterioration. (GT)

ED 184 214 EA 012 526

Andes, John Martin, James A.

Follow-Up Study of Department of Education Administration Student Output from 1975 to 1979.

West Virginia Univ., Morgantown. Dept. of Educational Administration.

Pub Date-79

Note-38p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Evaluation, *Educational Administration, Educational Quality, *Employer Attitudes, Higher Education, *Program Evaluation, Questionnaires, *Schools of Education, *Student Attitudes, Tables (Data)

Identifiers-*West Virginia University

This study is an evaluation of the educational administration department at West Virginia University. A questionnaire used in a 1975 study was revised and sent to the same departmental graduates and also to their employers. Specific indicators of graduate education quality and relevance were used as was an analysis of the content and instruction of each course offered by the department. One result showed that Certificate of Advanced Studies and Doctor of Education program graduates were very satisfied with the department, primarily in content and instruction of advanced graduate and doctoral courses, program and dissertation advisement, program requirements and faculty availability. A recommendation was made that, when the next follow-up study is conducted, a separate questionnaire be developed and sent to the county school district superintendents for their evaluation of department graduates. A copy of the questionnaire used is included. (Author/LD)

Nighswander, James K.
Strategies for Implementing a District-Wide Discipline Improvement Program.
Pub Date-17 Feb 80
Note-25p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Community Attitudes, *Discipline, Elementary Secondary Education, *Needs Assessment, *Objectives, Program Descriptions, *Program Implementation, School Surveys, Student Attitudes, Teacher Attitudes
Identifiers-*Springfield Public Schools IL

This paper discusses an attempt to improve student discipline in the public schools of Springfield, Illinois. First, it discusses briefly a needs assessment study of staff, citizens, and students. A more extensive discussion is then offered of the objectives of the project and how they were accomplished. Finally, the paper offers a midyear report of progress stating that, at least on a short term basis, some positive changes can be made through an effort to improve discipline. It suggests that a discipline improvement program be done on a large scale, that it be top priority for the district, and that leadership come from the top. (Author/LD)

ED 184 281 EC 123 444

Steinfeld, Edward

An Outline of Provisions for a Uniform Barrier-Free Design Act.

Syracuse Univ., N.Y.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report NO.-HUD-PDR-399

Pub Date-Apr 79

Contract-H-2200

Note-17p.; For related information, see EC 123 442-443 and EC 123 445-446.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accessibility (for Disabled), Building Design, *Legislation, *Models, *Physical Disabilities

The paper discusses components of a model Barrier-Free Design law which state legislatures might adopt to promote accessibility to and use of buildings by physically disabled persons. The model also suggests the creation of a board for barrier free design. Outlined are aspects of definitions, and detailed are the board's composition and terms of office, bylaws, duties, powers, and penalties. Differences between this model and a 1976 proposal by A. Farber are explained. The draft of the model act is presented. (CL)

ED 183 908 CE 024 539

Anema, Durlynn
Don't Get Fired! 13 Ways to Hold Your Job.
Joint Military Packaging Training Center, Aberdeen Proving Ground, Md.
Pub Date-78
Note-68p.; For related documents see CE 024 535-538.
Available from-Janus Book Publishers, 2501 Industrial Parkway W, Hayward, CA 94545 ($2.95; $46.85 for the set)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, *Dismissal (Personnel), *Employer Employee Relationship, *Employment, Employment Problems, Instructional Materials, *Job Layoff, *Job Performance, Learning Activities, Reading Difficulties, Secondary Education, Work Attitudes

This guide contains thirteen dialogues designed to help students become aware of reasons workers lose their jobs. Each dialogue involves young workers in confrontations with their bosses, fellow workers, or customers. Dialogues included are (1) Be on Time; (2) Be Responsible; (3) Stick to the Schedule; (4) Follow Directions; (5) Be Friendly and Helpful; (6) Remember, Business Comes First; (7) Keep Yourself Busy; (8) Take Criticism Wisely; (9) Leave Your Blues at Home; (10) Get Along with Others; (11) Take Pride in Your Work; (12) Don't Argue with Your Boss; and (13) Above All, Be Honest. Each dialogue concludes with followup exercises that help students evaluate what happened in the dialogue and explore similar situations so that they may draw some conclusions about alternative ways to behave. The guide concludes with a student self-rating table and a guide to the phonetic respellings found in the guidebook. A teachers manual is appended. (LRA)

ED 183 989 CG 014 202

Maass, Vera S. Featherstonaugh, H. Gordon

Conflicting Values and Marital Problems: A Counseling Model for Conflict Resolution.

Pub Date-14 Aug 79

Note-17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Conflict Resolution, Decision Making, *Interpersonal Relationship, *Intervention, Marital Instability, *Marriage Counseling, Models, *Spouses, *Values

Identifiers-*Interpersonal Growth Scale

The effects of individual values upon the development of conflicts and the resolution of marital problems through counseling are explored, using the Interpersonal Growth Scale (IGS). This instrument is described as it evaluates the processes of growing apart and growing together, and notes operating values, determining their functions and strength. The procedure for using the IGS is explained, including how: (1) clients have an opportunity to assess their present situation and the consequences of acting according to their current value systems; (2) on the basis of the scores on the IGS, the spouses, with the aid of the counselor, explore alternatives and make decisions for change; and (3) the instrument serves as treatment plan or contract between the couple and the counselor, as an aid in goal setting and as a measuring device for progress. (Author)

ED 184 011 CG 014 238

Arkin, Robert M.

Self-Concept and Self-Presentation.

Pub Date-79

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Anxiety, Behavioral Science Research, *Behavior Patterns, *Feedback, Individual Characteristics, Personality Development, Research Projects, *Responses, *Responsibility, *Self Concept

High social anxiety subjects switched from assuming greater personal responsibility for success than for failure to assuming greater responsibility for failure than for success when told that their attributions would be scrutinized by others. Low social anxiety individuals did just the opposite. Additional studies of response among high and low social anxiety subjects suggest that low social anxious subjects take every opportunity to maintain or enhance their self-esteem. They present themselves in a favorable light and accept positive evaluations from others. High social anxiety individuals do neither of these. This suggests a cycle of low self-esteem among high social anxiety persons. (Author/BMW)

ED 184 078 CS 005 323

Penton, John

Reading in NZ Schools: A Survey of Our Theory and Practice. Set Research Information for Teachers, Number Two, Item 2.

New Zealand Council for Educational Research, Wellington

Pub Date-79

Note-8p.; For related documents see CS 005 323-326.

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Foreign Countries, Inservice Teacher Education, *Reading Instruction, Reading Processes, Reading Research, State of the Art Reviews, *Teacher Education, *Teacher Effectiveness, Teaching Methods

Identifiers-*New Zealand

Designed to provide information about reading in New Zealand, this report offers an overview of theory and practice in that area. Among the topics discussed are: the current concern about reading standards; developmental reading; effective methods of reading instruction; research into the nature of the reading process; preparation of teachers of reading, including four inservice programs; and the role of parents in reading instruction. (FL)

ED 183 796 CE 024 338

William James College. A Model for Integrating Liberal and Career Education. Final Report.

Grand Valley State Colleges, Allendale, Mich. William James Coll.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 79
Contract-300-77-0472
Note-72p.; For related documents see CE 024 339, ED 132 284, and ED 138 786.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, Community Involvement, *Demonstration Programs, *Faculty Development, *Fused Curriculum, Information Dissemination, *Liberal Arts, Postsecondary Education, *Program Development, Program Evaluation, Resource Centers
Identifiers-Education Amendments 1974, William James College MI

A project was conducted at William James College (Michigan) to develop a model designed to demonstrate the infusion of career education into liberal arts education. The project focused on the following five types of activity: (1) increasing faculty understanding of career education to provide strategies for relating teaching to career choices; (2) expanding community involvement in all aspects of career and liberal arts education offered at William James College (WJC); (3) establishing a career resources center to provide academic and career counseling; (4) evaluating contract activities by an external evaluator; and (5) informing other liberal arts institutions of the accomplishments of this demonstration model. Initially, the bulk of staff energy was spent on faculty seminars, workshops, and systematic development activities. Next, the project focused on community collaboration efforts, and then finally on the development of a career resources center. External evaluators assessed the general impact of the project on the college and measured specifically to what extent the college accomplished the learner-oriented objectives established early in the contract. (Specific results of the external evaluation are available separately; see Note.) At the end of the performance period, a national conference was held to inform participants from other liberal arts colleges, and other interested educators, about the results of the WJC project and to explore implications for replicability. (BM)

ED 183 818 CE 024 376

University Based Career Education. Final Report, 1977-78.
Maine Univ., Orono. Coll. of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Grant-G0077C0090
Note-130p.; Some pages of the appendix materials will not reproduce well due to light and broken type. For related documents see ED 132 284, ED 138 786, ED 143 814, ED 166 365-366, and ED 167 706.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Attitude Change, *Career Education, *College Faculty, Community Involvement, *Curriculum Development, *Faculty Development, Fused Curriculum, Postsecondary Education, Program Effectiveness, *Program Implementation, *Workshops
Identifiers-Education Amendments 1974, Maine

A project was conducted to infuse and implement career education in a postsecondary setting based on the following objectives: (1) to demonstrate to faculty at the University of Maine at Orono the philosophy, concepts and practices of career education in post-secondary settings via a structured seminar series; (2) to develop twenty-six career education instructional units; (3) to develop a package of career education materials for training postsecondary education faculty; (4) to involve the business/industry community as consultants to the career education seminar and as reviewers of selected instructional units; and (5) to hold a regional career education conference for dissemination of project results (not held due to insufficient funding). A posttest-only-control-group design was utilized to investigate whether there were differences between the knowledge and attitudes of the participants. Three groups were tested: seminar participants, a self-study group, and a control group of non-participants. All three groups were favorably disposed toward career education but the difference was in intensity. The seminar participants had the highest mean scores on both the knowledge test and attitude survey. Overall, participants responded favorably to the conceptual model of the seminar sessions. The self-study group indicated a need for more interaction with others. The instructional units and training package were developed and reviewed. Several restraints were identified concerning the implementation of career education programs in university settings. (BM)

Military Curricula for Vocational & Technical Education. Fabric Repair Specialist, 18-1.

Army Quartermaster School, Ft. Lee, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Dec 76

Note-1,066p.; Not available in paper copy due to small, light type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Vocational Education, Behavioral Objectives, *Clothing Instruction, Course Descriptions, Curriculum Guides, Learning Activities, Needle Trades, *Occupational Home Economics, Postsecondary Education, Secondary Education, *Sewing Instruction, *Sewing Machine Operators, *Textiles Instruction, Workbooks

Identifiers-Canvas, Sewing Machine Repairers, Webbing

Designed to provide a knowledge of skills required to alter and repair individual clothing, textile, canvas, and webbed items, the materials include teaching guides, student workbooks, and texts. One of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting, the course is divided into nine subject areas covering 218 hours of instruction. Subject areas and number of lessons and total hours are as follows: (1) Inspecting, Marking, Classifying, Resizing (3 lessons, 3 hours), (2) Hand Sewing Clothing (1 lesson, 1 hour), (3) Clothing and Textile Repair, Sewing Machines (11 lessons, 18 hours), (4) Machine Sewing Clothing and Textiles (13 lessons, 46 hours), (5) Clothing and Textile Shop Operations (2 lessons, 14 hours, (6) Nomenclature, Inspection, Hand Repairs to Canvas (7 lessons, 24 hours), (7) Canvas Repair Sewing Machines (14 lessons, 30 hours), (8) Canvas Repair Shop Operations (1 lesson, 14 hours), and (9) Tailoring (12 lessons, 68 hours). Printed instructor materials include lesson plans with both objectives and text references. Practical and written exams for subject areas 6-8 listed above are also included. Student workbooks and texts include many drawings. Videotapes suggested under audiovisual aids are not included. (MEK)

ED 183 890 CE 024 512

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Distributive Education.

University of Northern Colorado, Greeley.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Jul 79

Note-41p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.

Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability, Basic Skills, Career Awareness, Cognitive Ability, *Distributive Education, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests

Identifiers-Colorado

This basic vocational related skills assessment module in distributive education is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 183 928 CE 024 610

Project BICEP: K-6 Career Awareness Curriculum Model. Career Awareness, Social Studies.

Barnstable Public Schools, Hyannis, Mass.
Pub Date-80
Note-447p.; For related documents see CE 024 609-611.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, *Career Education, Curriculum Guides, *Elementary Education, Elementary School Curriculum, *Fused Curriculum, Learning Activities, *Social Studies, Teacher Developed Materials, Teaching Guides
Identifiers-Project BICEP

This K-6 Career Awareness Curriculum Model is composed of a variety of activities that social studies teachers can use to infuse career awareness into their instructional units. The activities are divided into eight topical sections: (1) Self, (2) Family, (3) Friends, (4) School, (5) Community, (6) Geography, (7) Government, and (8) History. For each activity listed, the following information is provided: materials/resources, level (primary or intermediate), type (entire class or individual), time, instructional objective, procedures, student activity sheet, supplementary resources, and followup activities. (LRA)

ED 184 035 CG 014 276

The Older Woman: Continuities and Discontinuities.

National Inst. of Mental Health (DHEW), Rockville, Md.; National Inst. on Aging (DHEW/PHS), Bethesda, Md.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Report NO.-NIH-79-1897
Pub Date-Oct 79
Note-59p.; Report of the National Institute on Aging and the National Institute of Mental Health Workshop, September 14-16, 1978.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402 (Stock No. 017-062-00116-2)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Development, *Aging (Individuals), Employment Patterns, Family Relationship, *Females, Individual Needs, *Life Style, *Older Adults, *Research Methodology, *Retirement, *Social Services, Special Health Problems

This report on the proceedings of a workshop on the older woman presents purposes of the workshop, including the stimulation of interest by researchers in questions currently relevant to the lives of older women and the generation of future research agenda for the two sponsoring institutes. The following areas of concern are addressed: (1) methodological problems in approaches to research on older women; (2) health and illness issues and their relationship to psychosocial conditions; (3) services and institutionalization; (4) family and family relationships, and (5) labor force participation, retirement, economics, and housing. (Author/HLM)

ED 184 058 CS 005 270

Noyce, Ruth M.

Enrichment for Everyone: Teaching Reading with the Triad Model.

Pub Date- 77

Note-14p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education, *Content Area Reading, Curriculum Enrichment, Elementary Education, *Enrichment Activities, Gifted, Grade 5, *Instructional Development, *Reading Instruction, Reading Skills, *Teaching Methods

The Enrichment Triad Model, developed by Joseph Renzulli, interrelates three kinds of learning activities to match student interests and preferred learning styles to experiences outside the regular curriculum. Two of the learning activities are appropriate for all learners, while the third is especially suitable for students capable of superior performance in a particular area. General exploratory activities provide students with experiences extending from the regular curriculum to stimulate involvement at higher levels. Activities of this type might include field trips, exposure to resource people, and library browsing. Activities in the second prong of the triad model are group training activities that expand the thinking and feeling processes of children, equipping them with skills for dealing with new problems. Examples of these activities are training exercises in the techniques of critical and creative thinking, inquiry training, and values clarification. Type three enrichment activities are individual investigations of real problems that involve the learners in areas of their own choice. (RL)

ED 184 079 CS 005 324

Robinson, Viviane And Others

Parents as Remedial Reading Tutors: A Report on the Work of the Mangere Home and School Project. Set Research Information for Teachers, Number Two, Item 3.

New Zealand Council for Educational Research, Wellington.
Pub Date-79
Note-5p.; For related documents see CS 005 323-326
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Foreign Countries, *Home Instruction, *Parent Role, Parent School Relationship, Reading Difficulties, Reading Improvement, Reading Instruction, *Reading Research, *Remedial Programs, *Remedial Reading
Identifiers-*New Zealand

A study was conducted in South Auckland, New Zealand, to discover how parents could help children with reading difficulties. Specifically, the study addressed three questions: Do parents want to help improve their children's reading? Can parents learn specific reading tutoring skills? Does parent tutoring improve children's reading, both at home and at school? The study involved 14 families, each with a child between the ages of 8 and 12 who was at least two years behind in reading. The parents were instructed in tutoring procedures that were designed to help children enjoy reading and become independent readers. The results showed that, at home, the tutored children progressed an average of 5.75 months in the level of book they could read, the overall accuracy of their reading improved from 84.5% to 86.6%, and their percentage of self-corrected errors improved from 15.2% to 27.6%. At school, however, only two of the children showed progress. The findings indicated that parents did want to help their children with reading; that parents not only learned the tutoring procedures but, in some cases, used them with other children; and that reading gains in one setting did not automatically transfer to a second setting. (FL)

ED 184 102 CS 005 354

Wescott, Alice Legenza Knafle, June D.
Cloze Error Profiles of German and American Adults.
Pub Date-79
Note-8p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Cloze Procedure, *Error Analysis (Language), *Error Patterns, *Language Acquisition, Reading Research, *Reading Skills, *Second Language Learning

The errors on cloze tests completed by 22 German adults who spoke English and 40 American college students were analyzed to determine whether predictable error patterns occurred. The results indicated predictable error patterns at the independent, instructional, and frustration reading levels for all the adults. The error profiles of the two groups were similar, but the German adults made significantly fewer grammar errors than other types of errors at the independent and frustration levels. It appears that when the German subjects understood the passages they could put in words that made sense as often as the Americans did; but they left cloze items blank when they did not understand the material. When the error profiles of the adults in this study were compared to those profiles of children in a previous study, it appeared that some factor operating in the adults perhaps their knowledge of language allowed them to make a greater number of logical substitutions than the children did. (RL)

ED 184 146 CS 205 476

Komoski, P. Kenneth
What Curriculum Leaders Need to Know about Selecting Instructional Materials.
Pub Date-80
Note-6p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (35th, Atlanta, GA, March 29-April 2, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Curriculum Problems, Curriculum Research, Educational Assessment, Educational Needs, Elementary Secondary Education, Inservice Teacher Education, *Instructional Materials, Media Selection, *Textbook Selection
Identifiers-*Educational Products Information Exchange

Recent information drawn from the Educational Products Information Exchange (EPIE) Institute's six-year survey and assessment of instructional materials used in United States schools is reported in this paper. Among the conclusions, observations, and recommendations reported are the following: as currently practiced in most schools, the selection of textbooks and other materials is producing an instructionally unproductive misfitting of materials to the capabilities of learners; commercially marketed materials tend to structure and often define the classroom curriculum a situation that does not guarantee instructional effectiveness; many of these materials may best be defined as curriculum structuring'' materials that structure class time and activities rather than instructional materials; the most widely marketed and used materials in the curriculum areas of reading, language arts, mathematics, science, and social studies are largely of the curriculum structuring type and are being produced by fewer and fewer publishers; and effective packaging'' is a more potent influence on sales than is careful attention to curriculum design or instructional effectiveness. The paper concludes with a call for more inservice training in the selection of appropriate instructional materials and for the use of learner verification in selecting materials. (FL)

ED 184 191 CS 502 885

Rollman, Steven A.

Some Effects of Teachers' Styles of Dress.

Pub Date-Apr 80
Note-38p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Communication, *Clothing, Expectation, Higher Education, *Nonverbal Communication, Personality Assessment, *Personality Traits, *Student Attitudes, *Student Teacher Relationship, *Teacher Characteristics

Sets of photographs of male and female teachers in formal, moderate, and informal attire were rated by 100 college students on five-point scales covering ten positive teacher characteristics. The characteristics were fair, sympathetic toward student problems, knowledgeable, enthusiastic, friendly, flexible, organized, stimulating, well prepared for class, and clear. Mean scores on each of the characteristics were computed for each dress style of male or female teachers; and levels of significance for the differences between means were derived. The results suggested that student perceptions of male and female teachers' characteristics were significantly affected by the teacher's style of dress. Style of dress seemed to exert similar influences on perceptions of both male and female teachers. No one style of dress emerged as most favorable; instead, particular styles of dress caused more positive ratings of some characteristics and less positive ratings for other characteristics. Male and female teachers dressed informally were perceived as friendly and flexible, while teachers dressed formally were rated most organized. (RL)

ED 184 240 EA 012 558

Abbruzzese, John A., Jr.

The Administrative Aspects of P.L. 94-142: Dealing with Federal Mandates and Compliances.

Pub Date-15 Feb 80

Note-11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Administrator Role, Disabilities, Elementary Secondary Education, Financial Problems, *Mainstreaming, *Program Implementation, Special Education Teachers, Students

Identifiers-*Education for All Handicapped Children Act, Individualized Education Programs, Pennsylvania

Although Pennsylvania has long made programming for all handicapped children mandatory, the passage of P.L. 94-142 has necessitated some changes even in this state. The major hurdle in the implementation of such a law is confusion and misinterpretation. Educators fear that the handicapped may be dumped into regular classes in an arbitrary manner. One way to lessen confusion and fear is to employ special education teachers as educational consultants'' to work with administrators and teachers. Another key to success is cooperation between the special education staff and the regular education staff. Other implementation problems include space limitations, the time and cost connected with writing Individual Educational Programs, and a feeling that handicapped children are not always better served by being integrated into regular classes. A common misinterpretation of the law is that all children must be mainstreamed in one way. Rather, there are three types of mainstreaming academic, temporal, and social. It must also be realized that in some instances mainstreaming may be more restrictive than a program in a center. With all its problems, however, P.L. 94-142 holds significant positive goals. All must be committed to its basic philosophy of advancing the development of handicapped persons. (Author/JM)

ED 184 261 EC 123 284

An Impact Evaluation Model.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Jun 79
Contract-300-78-0023
Note-47p.; For related information, see EC 123 283
Pub Type- Non-Print Media (100) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities, Elementary Secondary Education, Evaluation Methods, *Individualized Instruction, *Models, *Program Evaluation, Records (Forms)
Identifiers-*Impact Evaluation Model, *Individualized Education Programs

The Impact Evaluation Model (IEM) is designed to provide a sequence of steps and procedures which methodically leads to the assessment of the individualized educational plan for handicapped students. The document includes a description of the method, illustrations of its use, and selected examples of data gathering devices. Initial sections introduce the model, describe its purpose, provide instructions on using the IEM (along with an example which illustrates implementation), discuss modification of the model for other systems, and offer some notes on impact evaluation. Appendixes, which make up at least half the document, include sample evaluation forms, master forms for duplication, a list of regional task force members, and a bibliography. (SBH)

ED 183 761 CE 024 206

The Displaced Homemaker in New York State: A Needs Assessment.
State Univ. of New York, Albany. Two Year Coll. Student Development Center.
Spons Agency-New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date-Nov 79
Grant-NY7913110
Note-108p.; Not available in paper copy due to light and broken type.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancillary School Services, Community Services, Cooperative Programs, Coordination, *Displaced Homemakers, *Educational Needs, *Needs Assessment, *Population Distribution, State Surveys, Vocational Adjustment, Vocational Education
Identifiers-New York

Using selected existing data bases and field verification procedures, a project provided estimates of the number of displaced homemakers in New York State (by county) and detailed related educational needs. A minimum of 100,000 and a maximum of 673,700 women ages 35-64 were estimated as widowed, divorced, or separated, not in the labor force, and recieving no recorded income (displaced homemakers). In a statewide verification study, 30% of selected personnel in agencies likely to deal with displaced homemakers agreed with the higher figure, 10% named the lower figure, and 61% replied don't know.'' Another section of the verification study identified jobs or careers, and self image as dimensions critical to displaced homemakers in over 50% of the responses, identifying the factors in seven priority areas. However, in the same survey, less than 50% of the agencies said they were prepared to respond to any one of the seven highest priority areas. The major emphasis of most available programs and services are educational and career oriented. Project outcomes indicate that the most efficacious approach for serving displaced homemakers appears to be a regional or community based cooperative effort that specifies current and anticipated programs and services available at educational and other service agencies. In identifying four need stages of displaced homemakers (personal adjustment, career adjustment, program participation, and support and followup), an interrelationship between agencies and need stages is emphasized. (Six appendixes include survey instruments and data summaries.) (MEK)

ED 183 853 CE 024 420

Gardner, David C. And Others

Graphic Arts Dictionary 2. Project HIRE.

Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-62p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, *Graphic Arts, Individual Instruction, Industrial Arts, Industrial Education, Instructional Materials, *Learning Disabilities, *Printing, *Remedial Instruction, Secondary Education, Semiskilled Occupations, Small Group Instruction, Vocabulary, *Vocabulary Development
Identifiers-Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Graphic Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains three lessons dealing with binding and printing. The format for each lesson includes (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 419 and CE 024 740. An accompanying teacher's manual is available separately as CE 024 418. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 872 CE 024 458

School: Community Collaboration Project. Final Report.
Oxford Public Schools, Mass.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Contract-300-77-0424
Note-59p.; For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, *Community Involvement, Fused Curriculum, Program Development, *Program Effectiveness, Program Evaluation, *Program Implementation, School Community Programs, *School Community Relationship, Staff Development, *Workshops
Identifiers-Education Amendments 1974, Massachusetts

The School-Community Collaboration Project was conducted to train personnel to infuse career education elements into the ongoing educational process and to increase the involvement of parents and the employment community in the process. Five Massachusetts school systems participated in the project, including fifty-four educational personnel and sixteen community representatives. The participants were involved in six days of workshop activities designed to alter their attitudes about community collaboration in career education and to determine their needs in carrying out this collaboration. An independent evaluator conducted both a summative and a formative evaluation based on pre/post-test data and observational data collected during and following the group training sessions. Test data supported that there were positive changes in the attitudes of school personnel toward community collaboration in the implementation of career education activities within their schools. Test data did not indicate that school personnel had increased their knowledge of models/techniques for greater community collaboration; however, observational data and reports of post-training activities indicated an increase. Observational data collected during the training sessions and reports of activities undertaken in four of the school districts after the initial training clearly indicated a measureable increase in the quantity and quality of career education activities engaged in by educational personnel. (BM)

ED 183 990 CG 014 205

Olson, Lucy

Social and Psychological Correlates of Pregnancy Resolution Among Adolescent Women: A Review.

Pub Date- 79

Note-29p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Abortions, Adolescents, *Behavior Patterns, Birth, Individual Characteristics, Literature Reviews, Marital Status, *Pregnancy, *Pregnant Students, *Psychological Characteristics, *Social Influences, Social Values

Recent literature on the topic of pregnancy resolution among unmarried adolescent women investigates differences between women choosing abortions and those not so choosing, and is organized into studies dealing with social correlates of pregnancy resolution and research centering on psychological variables. The social correlate studies address areas which include the following: social and interpersonal milieu, socioeconomic factors, race, age, family structure, and religious and moral outlook. Issues addressed by the psychological variable studies include attitudes, beliefs, intentions, self-image, personality, and decision-making. An extension reference section is provided. (Author/HLM)

ED 184 012 CG 014 240

Samuels, David Israel

The Skilled Nursing Facility Staff Suicide Awareness Scale (S.A.S.).

Pub Date-Nov 79
Note-27p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Information Analyses (070) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, Environmental Influences, Gerontology, *Health Personnel, *Males, *Nurses Aides, *Older Adults, *Psychological Patterns, Questionnaires, Risk, *Suicide
Identifiers-*Suicide Awareness Scale

Previous research in suicidology has revealed that Caucasian males in their 80's pose the greatest suicide risk of any segment of the population. Only a few people have begun to investigate the interrelationships of this target population with the particular environments in which they reside. Realizing that the median age of Skilled Nursing Facility (SNF) patients is roughly 84, it appears logical that there is a significant suicide risk among Caucasian males residing in this environment. Pertinent questions were asked those people (nurses' aides and orderlies) who are the primary caregivers to this target population about the subtle nuances of geriatric suicidal behaviors. The primary hypothesis is that these caregivers are not attuned to the subintentional'' suicide tendencies their patients could very well be exhibiting (as conventional methods of suicide are unlikely to be exhibited in this environment). The dependent variable is the feeling of helplessness that caregivers might exhibit if they are unable to intervene on behalf of the self-destructive patient because of inadequate knowledge of this suicidological typology. The SNF Staff Suicide Awareness Scale is designed to ask these questions and test these hypotheses. (Author/BMW)

ED 184 124 CS 205 425

Stockwell, Joseph E. Phillips, Robert L., Jr.

Mississippi Writers in Context. Narrative Report of Accomplishment, July 15, 1975 through June 31, 1977.

Mississippi Library Commission, Jackson.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-30 Apr 78

Note-14p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Authors, Educational Television, Humanities, *Institutional Cooperation, *Library Services, *Literature Appreciation, Local Color Writing, Postsecondary Education, Program Descriptions, *Public Libraries

Identifiers-*Mississippi

A statewide project designed to stimulate the interest of out-of-school adults in the humanities resources of Mississippi public libraries involved the cooperative efforts of professional librarians, English educators, novelists, and historians. Project activities included the production of a series of six television programs featuring noted Mississippi authors discussing their work with humanities professors and the preparation of some 30 booklets introducing library patrons to the works of Mississippi writers and evaluating the writers' ideas and artistic accomplishments. Positive results of the project were that a significant number of Mississippians read important works of literature and history with increased pride in their literary heritage, a rapport was established between humanists and public librarians throughout the state, and a lively tradition was established of public humanities programs in Mississippi public libraries. (AEA)

ED 184 168 CS 502 844

Wiethoff, William E.

The Obscurantist Design in Saint Augustine's Rhetoric.

Pub Date-Apr 80
Note-21p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980). Best Available Copy.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Christianity, *Language Styles, Language Usage, Philosophy, *Rhetoric, *Speech Communication
Identifiers-*Augustine (Saint), *Obscurantism

This paper examines Saint Augustine's obscurantist preferences in popular preaching (as distinguished from his episcopal instructions to other clergy) as a way of identifying one of the classical influences on Christian rhetorical strategy. The first section of the paper offers a comparison of Augustine's theoretical approval of homiletic obscurantism with allied classical perspectives by outlining the summary of classical obscurantist theory provided by three Hellenistic rhetoricians and by surveying Augustinian tracts intimately related to his rhetorical theory. The second section illustrates classically approved methods of obscurantist diction, composition, and brevity in Augustine's homiletic models for the major liturgical feasts of Western Christianity. The conclusion of the paper addresses the critical advantages of recognizing an obscurantist compromise'' in early Christian rhetoric. (FL)

ED 184 215 EA 012 528

Educational Reforms: Experiences and Prospects.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Note-232p.

Available from-Unipub, 345 Park Avenue South, New York, NY 10010 ($11.50)

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Change Strategies, *Educational Change, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, International Organizations, *Social Change, *World Problems

Identifiers-Algeria, Benin, Ivory Coast, Madagascar, Peru, Poland, Sweden, Tanzania, *UNESCO, USSR

This publication is intended for educational planners, administrators, and decision-makers who are confronted in their daily work with the demanding task of bringing about changes in education in order to adapt it to the requirements of modern society. The publication includes studies presented at a Unesco meeting in October 1977 by a group of senior government officials responsible for educational reforms in member nations, along with additional studies supplied by other eminent writers. It is divided into three parts. Part 1 is devoted to the problems of educational reforms and particularly to the translation of policy options into concrete action. This part is subdivided into two sections: the working paper of the expert meeting, prepared by the secretariat in the form of an annotated agenda for use by the participants at the meeting; and the final report adopted at the end of this meeting. Part 2 is devoted to a number of particularly important aspects of the problems raised by educational reform. Part 3 consists of several case studies based on experiments in educational reform carried out in a number of countries situated in various parts of the world and differing widely from each other socioeconomically and culturally. (Author/MLF)

ED 184 282 EC 123 445

Steinfeld, Edward

Selected Bibliography on Barrier-Free Design.

Syracuse Univ., N.Y.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report NO.-HUD-PDR-400

Pub Date-Apr 79

Contract-H-2200

Note-23p.; For related information, see EC 123 442-444 and EC 123 446.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accessibility (for Disabled), *Building Design, Design Requirements, *Physical Disabilities, Structural Elements (Construction)

The bibliography contains a list of 126 basic references on barrier free design. Entries include research reports, reviews of government activities, guidebooks on design of buildings and facilities, handbooks for simplifying daily activities, and discussions on general issues related to barrier free design. Entries are arranged alphabetically by author and include title, publisher, date, and a brief annotation. (CL)

ED 183 722 CE 023 533

Bartos, Robert B. Smith, Lyle R.

Evaluation of CSRA CESA Project for Incremental Improvement in Career Education, 1976-1979.

Central Savannah River Area Cooperative Educational Services Agency, Thomson, Ga.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--554AH80466

Pub Date- 79

Grant-G0078C0015

Note-44p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Basic Skills, Career Development, *Career Education, Career Guidance, Elementary Secondary Education, *Fused Curriculum, Instructional Improvement, Integrated Activities, Longitudinal Studies, Minicourses, Models, *Program Effectiveness, Program Evaluation, Resource Centers, Self Concept, Student Attitudes, Student Improvement, Teacher Attitudes

Identifiers-Experience Based Career Education, Georgia

Central Savannah River Area Cooperative Educational Services Agency (CSRA CESA) implemented a career education project for grades K-12 in the Columbia County School System to develop a replicable model for incremental improvements. The major emphasis was the infusion of career education activities into the teaching of basic skills. Program activities involved establishing career education resource centers in the libraries, providing professional materials for teacher use, developing a teacher advisor system for career guidance, and implementing a mini experience-based career education program. A draft set of career education activity handbooks was also developed for each grade or subject area. A longitudinal evaluation used these materials:

Program of Exploration in Career Education Knowledge Test (PECE). Self Observation Scales (SOS), Senior High Assessment of Reading Performance (SHARP), Criterion Reference Testing on Career Development (CRT), and teacher questionnaire. PECE and CRT scores showed gradual improvement. SOS results were difficult to interpret since an alternate form was administered in the second year. Scores generally increased except for those for school affiliation. SHARP was administered only in 1979 and only interschool comparisons were made. Responses on the teacher survey which were similar to previous responses showed positive teacher attitudes toward career education. (YLB)

ED 183 740 CE 024 124

Druian, Greg
Communicating Career Education: National and Regional Models. The Northwest Connection Occasional Paper Series, Issue 1, September 1979.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 79
Note-13p.; For related documents see CE 024 125-126.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, Demonstration Programs, Guides, Information Centers, *Information Dissemination, Information Networks, *Information Services, *Information Sources, *Models, National Programs, Program Implementation, Regional Programs, Resource Centers, Resource Materials
Identifiers-United States

This first in a series of three papers on models for communicating and disseminating career education programs covers national and regional models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, common mechanisms for spread are described, such as newsletters, brochures and materials packets, handbooks/guides, catalogs and sourcebooks, and journal articles. Next, two types of exchange models are described, including examples: (1) service agency-client model and (2) a model involving a person in a linkage role. Then follows a discussion of choice in which a guide to regional and national models for disseminating career education is presented. This guide covers thirty-two organizations and for each includes project name, contact person and address, mode of access, and communication services. Finally, the paper discusses implementation strategies for career education, such as training, technical assistance, conferences and regional meetings, and peer interaction strategies. (EM)

ED 183 779 CE 024 238

Norton, Robert E.

Development of Professional Materials for the Preparation of Local Administrators of Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-Mar 80
Note-9p.; Paper presented at the National Invitational Conference on Performance-Based Teacher Education (Orlando, FL, March 20-21, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, *Competency Based Education, *Consortia, Cooperative Programs, Higher Education, *Learning Modules, *Material Development, *Vocational Directors

The first year of work has been completed by a consortium composed of the National Center for Research in Vocational Education (NCRVE) and seven interested states to support the cooperative development, field testing, and implementation of competency based modules for the preparation of local administrators of vocational education. An outgrowth of a federally supported NCRVE research and development effort which identified and nationally verified 166 competencies of vocational administrators, each module covers a single broad competency or skill area (usually encompassing two or more related subtasks) needed by local administrators to carry out their responsibilities effectively. Individual state funds are used to support the development and field testing of one module, but by virtue of consortium participation, each member state has immediate and equal access to all the modules being developed. Using a cooperative development process, the consortium states vote on priority competencies for module development and nominate qualified persons who can assist National Center staff as either consultant writers or reviewers. At that point, National Center staff begin coordination of the four stage development process: (1) preparation of the module prospectus; (2) preparation of a field review version; (3) preparation of a field test version; and (4) the published edition. Advantages of the consortium approach over individual state efforts include pooling of limited financial resources for curriculum development, shared professional expertise, and avoidance of unnecessary duplication of effort. (MEK)

ED 183 909 CE 024 548

Burtnett, Francis E., Ed.
The School Counselor's Involvement in Career Education.
American Personnel and Guidance Association, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Note-217p.; Small, light type in tables will not reproduce well.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Career Development, *Career Education, *Career Guidance, *Counselor Role, Counselor Teacher Cooperation, Counselor Training, Elementary Secondary Education, Guidance Programs, Inservice Education, *Program Development, School Community Relationship, *School Counselors, School Guidance
Identifiers-American Personnel and Guidance Association

This monograph contains eight papers and one bibliography resulting from an American Personnel and Guidance Association study of the role of the school counselor in career education. The articles are (1) Contrasts Between the Guidance and the Career Education Movement, discussing their similarities and counselor involvement; (2) The Comprehensive Involvement of the School Counselor in Career Education, emphasizing his role in career guidance program development; (3) Career Education, Career Guidance, and Career Development, synthesizing definitions from the literature, agencies, organizations, and educators; (4) Preparing the School Counselor to Function in Career Education, focusing on pre- and in-service counselor preparation; (5) The Role of the Counselor in Elementary School Career Education and (6) The Role of the Counselor in Secondary School Career Education, defining needs, goals, and counselor involvement; (7) School Counselor Collaboration with Teachers and Other Education Personnel in the Delivery of Career Education, emphasizing active involvement, additional training, and a supportive environment; and (8) School Counselors as Interpreters for and of the Community, describing school-community collaboration. The bibliography on career education, guidance, and development is divided into books; periodicals; pamphlets, papers, reports, brochures, miscellaneous; and state and local plans. Materials are indexed by five subject areas: preparing the counselor, grade level, collaboration, program planning, and counseling with special populations. (YLB)

ED 183 948 CE 024 740

Gardner, David C. And Others

Graphics Arts Dictionary 3. Project HIRE.

Boston Univ., Mass. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--498AH70309

Pub Date- 79

Grant-G007701947

Note-35p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, *Graphic Arts, Individual Instruction, Industrial Arts, Industrial Education, Instructional Materials, *Learning Disabilities, *Printing, *Remedial Instruction, Secondary Education, Semiskilled Occupations, Small Group Instruction, Vocabulary, *Vocabulary Development

Identifiers-Bindery Workers, Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Graphic Arts series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains two lessons dealing with binding and printing. The format for each lesson includes (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 419 and CE 024 420. An accompanying teacher's manual is available separately as CE 024 418. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 967 CG 014 155

Farber, Irvin J.

Impact of Home and School Visitor Service: Preliminary Findings. Report No. 8021.

Philadelphia Board of Education, Pa.
Pub Date-Oct 79
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attendance, Attendance Patterns, Attendance Records, Attitudes, Delinquency, Guidance Personnel, *Home Visits, *Pupil Personnel Services, *School Counselors, Secondary Education, *Secondary School Students, *Truancy, Youth Problems
Identifiers-*Pennsylvania (Philadelphia)

To ascertain the impact of home and school visitation, attendance records from a random sample of seventh, ninth and tenth grade students were examined. Information gathered was to determine the number of absences, unexcused absences and referrals. Records of students contacted by home and school visitors were examined to determine attendance rates before and after contact. Results revealed that attendance was worse in the tenth grade than in seventh grade, that it was worse during the second half of the school year, and it was worse for the referred groups. No difference in attendance pattern was found between the referred groups and the no referral group, or after contact by the home and school visitor. As a final recommendation, a confirmatory study was suggested of referred cases before firm policy decisions are made. Although this is geographically specific, this should be of use to attendance personnel in other urban school districts. (Author/BMW)

ED 183 929 CE 024 611

Project BICEP: K-6 Career Awareness Curriculum Model. Career Awareness, Reading/Language Arts.

Barnstable Public Schools, Hyannis, Mass.

Pub Date-80

Note-382p.; For related documents see CE 024 609-610.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness, *Career Education, Curriculum Guides, *Elementary Education, Elementary School Curriculum, *Fused Curriculum, *Language Arts, Learning Activities, Reading, Teacher Developed Materials, Teaching Guides

Identifiers-Project BICEP

This K-6 Career Awareness Curriculum Model is composed of a variety of activities that reading/language arts teachers can use to infuse career awareness into their instructional uqits. The activities are divided into eight topical sections: (1) Dictionary Skills; (2) Oral Communication, (3) Written Expression, (4) Comprehension, (5) Reference Skills, (6) Newspaper, (7) Grammar, and (7) Listening Skills. For each activity listed, the following information is provided: materials/resources needed, level (primary or intermediate), type (entire class or individual), time, instructional objective, procedures, student activity sheet, supplementary resources, and followup activities. (LRA)

ED 184 036 CG 014 277

Goodstein, Michael

The Diagnosis and Treatment of Underachievement.

B'nai B'rith, Washington, D.C. Career and Counseling Services.
Pub Date-Dec 79
Note-9p.; Paper presented at the B'nai B'rith Career and Counseling Services Professional Staff Conference (May 1979).
Available from-B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, DC 20036.
Journal Cit-Counselor's Information Service; v34 n4 Suppl 1 Dec 1979
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Educational Counseling, *Educational Diagnosis, Elementary Secondary Education, Jews, *Motivation, *Psychological Characteristics, *Psychopathology, State of the Art Reviews, Student Problems, *Underachievement

In American culture, and particularly among upwardly mobile Jews, educational achievement is perceived to be of the highest importance. Much of the research into the nature of underachievement deals primarily with the identification of underachievers as manifesting a host of pathological characteristics such as poor peer relationships, negative and materialistic attitudes, social inadequacy, bad study habits, low self-concept, and poor family relationships. Within the last decade, a series of studies have been conducted at the Illinois Institute of Technology, based on the theoretical assumption that underachievement is a symptom which relates to psychopathology, and similar symptoms can occur within any pathology. Therefore, underachievement is viewed as securing a different function depending on the pathology where it is formed. This particular research has identified three distinct pathologies related to underachievement: (1) neurosis; (2) the non-achievement syndrome (NAS); and (3) the adolescent reaction. (Author/HLM)

ED 184 103 CS 005 355

MacLean, Margaret

QASOR: A Framework for Qualitatively Analyzing Silent and Oral Reading.

Pub Date-79

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cloze Procedure, Elementary Secondary Education, *Evaluation Methods, *Miscue Analysis, Oral Reading, Psycholinguistics, *Reading Comprehension, *Reading Diagnosis, *Reading Processes, Silent Reading

Based on similar psycholinguistic principles to those on which Reading Miscue Analysis is based, the Qualitative Analysis of Silent and Oral Reading (QASOR) is a proposed framework for the investigation of individual variations in oral and silent reading behaviors. QASOR provides a framework for examining how well readers construct and reconstruct meaning as they read through a text by including measures of oral and silent reading (using miscue analysis and cloze procedures on both narrative and expository passages); by assessing prior knowledge; by examining the semantic acceptability of miscues, clozures, and self corrections; by integrating syntactic, semantic, and graphophonic information; and by sampling oral and silent reading from the beginning and final portions of a text to determine if the reader is benefiting from cumulative textual information. The QASOR framework appears to offer diagnostic insights relevant to the classroom teacher with regard to the extent to which the reader demonstrates similar strategies in oral and silent reading and on narrative and expository text; uses prior knowledge to facilitate text comprehension; attends to semantic information in the text; integrates syntactic, semantic, and graphophonic information; and uses text redundancy. (GT)

ED 184 192 CS 502 887

Carek, Donald J.

Examination Room Conversation: A Physician's Perception.

Pub Date-Apr 80

Note-22p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980). Photographs will not reproduce clearly.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Children, Clinical Diagnosis, *Communication (Thought Transfer), Educational Needs, Medical Education, *Medical Services, Parent Role, *Pediatrics, *Physical Examinations, *Physician Patient Relationship, *Speech Communication

Three functions of physician/patient communication are examined in this paper: its functions as a diagnostic tool, as a means of gaining compliance with prescribed medical treatment, and as treatment. The paper first notes the importance of doctor/parent interaction in the case of child patients, describes basic models of the doctor/patient relationship, and considers the roles of the doctor and of the patient.

It then discusses the importance of communication as a diagnostic tool, stressing the need for the physician to attend closely to the early minutes of the physician/patient encounter and to take an active role in diagnosis. Next, the paper examines communication as a means of gaining compliance with medical treatment, discussing factors that enhance and impede compliance, general recommendations for the improvement of compliance, and ways doctors can approach the parents of child patients in a way that brings about compliance. In discussing communication as treatment, the paper observes that communication is likely to effect treatment if the physician demonstrates a warm, genuinely empathic approach and if the focus is on the patient; it also enumerates some specific ways in which communication offers treatment. The paper concludes by outlining areas that ought to be highlighted in training physicians for more effective communication. (GT)

ED 183 797 CE 024 339

Rogers, Terry H. Seeley, John A.

Infusing Career and Liberal Arts Education at William James College. Final Evaluation Report.

Formative Evaluation Research Associates, Ann Arbor, Mich.; Grand Valley State Colleges, Allendale, Mich. William James Coll.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date- 79

Contract-300-77-0472

Note-121p.; For related documents see CE 024 338, ED 163 226, and ED 167 775. Some pages in the appendixes will not reproduce well due to thin and broken type.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, Decision Making Skills, *Demonstration Programs, *Faculty Development, Formative Evaluation, *Fused Curriculum, Interviews, *Liberal Arts, Postsecondary Education, Program Effectiveness, Program Evaluation, Program Improvement, *Student Development, Summative Evaluation

An external evaluation was conducted to assess the model for infusing career education and liberal arts education developed at William James College (Michigan). The primary purpose of the evaluation was to assess the broad impact of the career education project on William James College (WJC) and to measure specifically the extent to which WJC accomplished its objectives. Student objectives focused on strengthening career decision-making skills and increasing the use of career education-related resources. Faculty objectives focused on increasing knowledge of career education concepts, especially in relation to liberal arts education, and increasing their use of career education-related teaching and learning strategies. Data was collected by interviewing both the faculty and randomly selected student samples at the beginning of the project and again at the end of the contract period. Not all contract objectives were accomplished at the levels originally intended, but results indicated that the faculty became clearer about the college's mission and some faculty became clearer about career education. Sixty percent of the faculty said they were using career education strategies more often, while forty percent said they were not (those 40% may have been using them before contract activities began). Modest but important indications revealed that students were more satisfied with their college experience over the last half of the contract period; however, there was too short a time span between the first and second student interviews to adequately assess change in student outcomes. Some general issues regarding transferability were identified along with the special features of the infusion model at WJC. (BM)

ED 183 819 CE 024 377

Military Curricula for Vocational & Technical Education. Veterinary Specialist, Blocks III-VI.

Air Force Training Command, Sheppart AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 75
Note-284p.; Not available in hard copy due to small, light type. For a related document see CE 024 378.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Animal Husbandry, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Food and Drug Inspectors, Food Processing Occupations, *Food Service, Food Service Occupations, *Food Standards, Learning Activities, Livestock, *Microbiology, Postsecondary Education, Programed Instructional Materials, Study Guides, Textbooks, Vocational Education, Workbooks, Zoology
Identifiers-Military Curriculum Project

These instructor materials and student texts, study guides, and workbooks for a postsecondary-level course to train veterinary specialists are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first half of a two-part course (see Note) intended to provide training in food inspection; laboratory procedures; subprofessional duties concerning veterinary sciences; sanitary surveillance of food processing, storage, and service facilities; control and epidemiology of zoonotic diseases; and veterinary aspects of disaster medicine. Dealing with microbiology, food handling, food laboratory, and meat and meat products, this section contains four blocks of instruction covering 122 hours of instruction: microbiology (3 lessons), medical aspects of food handling (2 lessons), food laboratory (3 lessons), and meat and meat products (5 lessons). Instructor materials include a course chart, Specialty Training Standard, for use in student evaluation, lesson plans, and a plan of instruction detailing unit content, lesson duration, objectives, and support material. Student materials include four student texts, study guide, two study guides/workbooks, and programmed text. Contents are objectives, text readings, review exercises, and laboratory experiments. Commercial texts, military manuals, and audiovisuals are suggested but not provided. (YLB)

ED 183 836 CE 024 401

Military Curricula for Vocational & Technical Education. Fabrication and Parachute Specialist, 18-2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Technical Training Center, Chanute AFB, Ill.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Oct 78

Note-238p.; Sections of this document will not reproduce well due to light and broken type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Behavioral Objectives, Clothing Instruction, Course Descriptions, High Schools, Learning Activities, Needle Trades, Occupational Home Economics, Postsecondary Education, *Sewing Instruction, *Sewing Machine Operators, Textiles Instruction, Workbooks

Identifiers-Military Curriculum Project, Parachutes

This teaching guide and student workbook for a 157-hour course in textile and sewing instruction is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The twelve lessons include textile terminology, hand and machine-sewn seams, and operation and maintenance of sewing machines. Parachutes and flight clothing are used as examples for study in the instructional materials. The plan of instruction, which suggests number of hours of class time devoted to each objective, is divided into three blocks with separate titles. Block I, Sewing Principles and Lightweight Sewing Machines, consists of seven lessons: Textile Terminology (2 hours), Hand Sewn Seams (6 hours), Hardware Installation (2 hours), Operation/Maintenance of Class 31 Sewing Machine (22 hours), Machine Sewn Seams (19 hours), Identification/Construction/Maintenance of Personnel/Organizational Clothing (23 hours), and Technical Order Diagram and Blueprint Interpretation (4 hours). Block 2, Textile Fabrication and Medium Weight Sewing Machines, contains three lessons: Operation and Maintenance of Class 111 Sewing Machines (27 hours), Pattern Design and Layout (5 hours). Block 3, Parachute Systems Repair and Special Sewing Machines, consists of two lessons: Personnel Parachute Repair Using Class 31 Sewing Machine (16 hours) and Operation and Maintenance of Class 7 Sewing Machine (6 hours). Instructor materials include criterion objectives and list of support materials needed. The student study guides/workbooks parallel this plan of instruction and contain objectives, information (text) and exercises. (Films referenced are not provided.) (MEK)

ED 183 891 CE 024 513

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Health Occupations.

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-40p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 505-513.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, *Auto Mechanics, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests
Identifiers-Colorado

This basic vocational related skills assessment module in health occupations is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encouqter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is assessed through a vocational awareness questionnaire completed by students. (LRA)

ED 183 991 CG 014 204

Zaks, Peggy M. And Others

Sex Role Orientation Across the Adult Life Span.

Wayne State Univ., Detroit, Mich.

Spons Agency-National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Pub Date-Nov 79

Grant-K04-AG-00018-01

Note-13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Development, Adults, *Age Differences, *Androgyny, Life Style, Marital Status, Parents, *Self Evaluation (Individuals), *Sex Differences, *Sex Role, Work Experience

Identifiers-*Life Satisfaction

It was hypothesized that four different ``life lines'' would affect sex role orientations, specifically intimacy, parenting, grandparenting, and work. Subjects were 74 men and 43 women, white, upper middle class with a mean education level of 14 years. Each participant completed a demographic questionnaire, the Bem Sex Role Inventory, a Life Events scale, and the Retirement Descriptive Index. Results indicated that: (1) age per se did not affect sex role orientation except that females over 45 were more likely to endorse a feminine sex role; (2) married or never-married males were were less androgynous than those divorced, separated, or widowed, with the opposite pattern true for females; (3) having children led to males endorsing a feminine sex role less and females endorsing a feminine sex role more; and (4) life satisfaction correlated with two of the sex role variables, masculinity and androgyny. (Author/HLM)

ED 184 013 CG 014 241

Larter, Sylvia Gershman, Janis

CONTACT: An Alternative School. How It Meets the Needs of Dropout Students. No. 155.

Toronto Board of Education (Ontario). Research Dept.

Report NO.-ISBN-0-88881-157-8

Pub Date-Oct 79

Note-305p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Continuation Education, *Continuation Students, Dropout Characteristics, *Dropout Programs, *Dropouts, Foreign Countries, Guidance Personnel, *Nontraditional Education, Secondary Education, Student Characteristics, *Student School Relationship, *Youth Problems

Identifiers-*Canada, Ontario (Toronto)

CONTACT is an alternative school program for dropout students who return, and for students who do not benefit from a regular secondary school program. Presented are a history of CONTACT school, a study design, a description of how student needs are identified, and a section on the evaluation instruments. Study results attempt to answer questions concerning: (1) the characteristics and needs of the dropout students in CONTACT; (2) how CONTACT attempts to meet the needs of dropout students; and (3) the elements of the program at CONTACT that are successful in meeting the needs of dropout students. (Author/BMW)

ED 184 059 CS 005 273

Leckie, Sheila And Others

Development and Implementation of Procedures to Improve the Reading Achievement of Underachieving Elementary Students.

Pub Date-78
Note-263p.; Group Practicum for Ed.D., Nova University. A number of pages in appendices may not reproduce.
Pub Type- Dissertations/Theses - Practicum Papers (043) - Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Diagnostic Teaching, Differentiated Staffs, Elementary Education, Parent Participation, Program Descriptions, *Program Design, *Program Development, *Program Effectiveness, Reading Achievement, Reading Difficulties, *Reading Improvement, *Remedial Programs, Remedial Reading, *Underachievement

A team of three educators developed and implemented a reading improvement program for first through sixth grade students who displayed discrepancies between their reading achievement and reading abilities. The program involved 283 underachieving students at seven elementary schools. The goal of the program was to provide intervention strategies enabling students to achieve the individual reading scores predicted for them. The three major components of the program were individualized instruction in specific reading skills, based on criterion referenced test scores; additional daily instructional services correlated with the regular reading lessons and provided by trained paraprofessionals; and parent participation through supportive attitudes and activities at home. Program evaluations by staff members were positive, and 88.8% of the participating students reached or exceeded their predicted exit scores. (The report contains a description of student identification procedures, preservice and inservice topics for paraprofessionals, motivational methods, instructional planning techniques, suggestions for student grouping by skill needs, and sample newsletters to parents.) (Author/RL)

ED 184 080 CS 005 325

Nicholson, Tom

Putting the Answer Before the Question: A New Way of Understanding Reading Comprehension. Set Research Information For Teachers, Number Two, Item 4.

New Zealand Council for Educational Research, Wellington.

Pub Date-79

Note-7p.; For related documents see CS 005 323-326

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Questioning Techniques, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Teaching Methods

This report discusses techniques for analyzing children's responses to questions about stories as a means of improving reading comprehension. Various sections of the report discuss what knowledge it takes for a child to answer a question; types of questions that can be asked, including explicit, those requiring prior knowledge, and implicit; how to determine a child's instructional needs and reading progress; the advantages of the techniques cited; and ways that teachers can make use of the techniques. (FL)

ED 184 147 CS 502 805

Breen, Myles P.

The Flow of American Television Materials to Australia.

Pub Date-Apr 80

Note-25p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980)

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Exchange, *Culture Contact, *Foreign Countries, *Information Dissemination, *Mass Media, Media Research, *Programing (Broadcast), Television

Identifiers-*Australia

A review of the current situation regarding the media flow between the United States and Australia shows that the traditional pattern American content dominating the Australian media still holds, but that there is evidence of movement by the Australians to establish their own media identity. An analysis of the television ratings for Australia's two largest cities, Sydney and Melbourne, reflects the Australian government's policy encouraging the development of Australian programing for Australian television. The analysis nevertheless shows an increased popularity of American programing during a four-year period. Australia also has made efforts to export media materials to the United States, initiating a reciprocal flow of programing. The popularity of certain Australian feature films and television programs in the United States suggests that these efforts to balance media flow between the two countries are beginning to be rewarded, though marketing difficulties still exist. An examination of the dissemination of television news by satellite provides evidence of a pattern similar to overall television programing that more news of the United States is imported by Australia than news of Australia is imported by the United States. (RL)

ED 184 169 CS 502 845

Reinhardt, John E.

Remarks by John E. Reinhardt, Director, International Communication Agency.

Pub Date-Mar 80

Note-10p.; Paper presented at the Conference for Visiting Fulbright Scholars (Washington, DC, March 17, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperation, *Cultural Awareness, Higher Education, *International Educational Exchange, *International Relations, Program Descriptions, *Teacher Exchange Programs

Identifiers-*Fulbright Exchange Program

The benefits of international educational exchange programs, particularly the Fulbright exchange program, are discussed in this speech to 78 visiting Fulbright scholars in the United States teaching at American universities or carrying out research in areas ranging from medicine to linguistics. A primary benefit mentioned is that while such programs cannot eliminate aggression or hostility in the international community they can contribute to a feeling of a human community and to an awareness that other nations are populated by people rather than by ideologies. Another benefit cited is that although international educational exchange may be seen as slow-moving in times of crisis, it is still a powerful and inexpensive force, particularly when compared to a nation's arms expenditures. (AEA)

ED 184 241 EA 012 560

Cawelti, Gordon

Focusing Instructional Leadership on Improved Student Achievement.

Pub Date-17 Feb 80
Note-11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Administrator Responsibility, *Administrator Role, *Curriculum Development, *Leadership Qualities, *Leadership Responsibility, Leadership Styles, *Principals, Staff Development, Supervision, *Teacher Effectiveness, Teacher Evaluation

Research evidence on the effects of schooling continues to demonstrate that schools with effective leadership produce more learning than other schools do. Today's instructional leader must possess skills in the four areas of curriculum development, clinical supervision, staff development, and teacher evaluation. Recent research also reveals a list of teacher and classroom characteristics that most consistently appear to have a close relationship to effective teaching or high achieving schools. These include high teacher expectations of students, frequent monitoring of student progress, routinized classroom management tasks, adequate student time on task, opportunity for students to learn the material on which they are to be tested, appropriate level of difficulty of materials, strong instructional leadership, and favorable learning climate. The instructional leadership model presented here requires principals to focus their efforts on the four instructional leadership skills as they seek to help teachers to improve the eight teacher and classroom characteristics listed. (Author/JM)

Birge, Barbara, Comp. And Others
Skill Tasks: Handbook of Prevocational Activities. Revised.
New England Regional Center for Services to Deaf-Blind Children, Watertown, Mass.; Perkins School for the Blind, Watertown, Mass.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Jug 79
Note-215p.
Available from-New England Regional Center for Services to Deaf-Blind Children, 175 N. Beacon St., Watertown, MA 02172 ($3.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adolescents, *Behavior Development, Children, *Deafness, Instructional Materials, *Job Skills, Learning Activities, *Multiple Disabilities, Prevocational Education, *Skill Development

A handbook of approximately 160 skill activities, designed by the staff of the Perkins School for the deaf, multihandicapped students (ages 10 to 14) who are functioning on a preprimary level, is presented. The skill tasks are part of a prevocational program at the school in which the overall objectives are: to increase the attention span of each student, to develop the ability to persist at a task for from 10 to 45 minutes, to develop appropriate behaviors in a workroom environment, and to work as independently as possible. Tasks are grouped into the following skill areas: discriminating, matching, sequencing, sorting, assembling, collating, filling up, folding, inserting, measuring, numbering, pressing, squeezing, stapling, turning/twisting/screwing, tying, and using fasteners. For each skill the materials needed, procedure, and any additional skills involved in the task are identified. Sample checklists, a list of tasks appropriate for blind children, a cross reference of additional skills, a list of suggested resources, and diagrams of general use equipment are appended. (PHR)

ED 184 283 EC 123 446

Chollet, Deborah J.

A Cost-Benefit Analysis of Accessibility.

Syracuse Univ., N.Y.

Spons Agency-Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report NO.-HUD-PDR-403

Pub Date-Apr 79

Contract-H-2200

Note-92p.; For related information, see EC 123 442-445

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Accessibility (for Disabled), *Building Design, *Cost Effectiveness, Design Requirements, Disabilities, *Facility Guidelines, *Physical Disabilities

The report presents a cost-benefit analysis on the removal of architectural barriers from residential and nonresidential buildings according to specifications being developed for approval by the American National Standards Institute. Economic benefits and costs are discussed for the following types of buildings: residential housing (highrise facility for the elderly and a single family, detached unit); educational and associated facilities (a college classroom building and a college dormitory); recreational/municipal facilities (a convention/exhibition center); and an extended commercial facility (a retail shopping center). An introductory section contains a summary of information on handicapped individuals in the United States and their general characteristics. (CL)

ED 183 762 CE 024 211

Home Economics Education. Food and Nutrition Modules. Samples for Levels III, IV, and V. Fifth in a Series.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date-79

Note-60p.; For related documents see ED 140 066, ED 140 069, and ED 162 052.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, Careers, Consumer Education, Employment Opportunities, *Foods Instruction, Health, High Schools, *Home Economics, Home Management, Interpersonal Relationship, Learning Activities, Learning Modules, *Nutrition Instruction, Safety, State Curriculum Guides, Student Evaluation

Identifiers-New York

Based on the New York State homemaking-family living curriculum, this collection of thirty-six sample food and nutrition modules are the fifth in a series of curriculum planning guides. Organized by instructional level (grades 9-12) and by food and nutrition content emphasis (management, buymanship, leisure, career, health and safety, and relationships), there are two modules for each content emphasis at each of three instructional levels. Each module contains learning and behavioral outcomes, suggested classroom and Future Homemakers of America (FHA) learning experiences, and suggested measures of student progress. An introductory section includes Steps in Planning a Course of Study,'' Course Outline for Home Economics Education, Part I,'' Guidelines for Evaluating and Editing Home Economics Modules,'' and a sample module format; all are discussed in greater detail in related documents, ED 140 066 and ED 140 069. A scope of learning chart showing suggested learning outcomes for each content emphasis precedes each instructional level section. Among the modules included are: Herbology, Food in Your Future, Powers of Advertising, Supermarkets and Their Conscious Plan for You, Entertaining at Home, Your Future in Food and Nutriton, Success on the Job, Food Poisoning and You, Glorious Grains, Social Influences on Food, and Eating Out is Fun. (MEK)

ED 183 854 CE 024 421

Gardner, David C. And Others
Upholstery Teacher's Manual. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-134p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Dictionaries, *Furniture, Instructional Materials, Learning Activities, *Learning Disabilities, Mastery Tests, Mild Mental Retardation, Problem Sets, *Remedial Instruction, *Repair, Secondary Education, Semiskilled Occupations, Small Group Instruction, Teaching Guides, Trade and Industrial Education, Vocabulary, *Vocabulary Development
Identifiers-Project HIRE, *Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Upholstery series is intended to accompany three dictionary booklets (available as CE 024 422, CE 024 423, and CE 024 424) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the thirteen lessons in this set. Master'' copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ASCEND: A Systematic Career Education Network for Dissemination. Final Report.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-79
Grant-G007700105
Note-98p.; Some small, light type in the appendixes will not reproduce well. For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Aids, *Career Education, *Communications, *Community Resources, Delivery Systems, *Information Dissemination, Information Needs, Information Sources, Media Selection, Needs Assessment, *Program Development, *Program Implementation, *Resource Materials, School Community Relationship, Secondary Education, Surveys
Identifiers-Center for Career and Occupational Education NY, Education Amendments 1974, New York (New York), Project ASCEND

Project ASCEND (A Systematic Career Education Network for Dissemination) of the Center for Career and Occupational Education (CCOE) in New York City developed (1) a sustained communication network in career education and (2) a kit for the dissemination of career education concepts, strategies, and materials into this network. Surveys of the participating schools and key agencies within and outside CCOE provided information concerning the resources and materials needed to develop and implement career education programs as well as the materials and services that could be provided. Survey results were incorporated into an ASCEND kit in the form of a carrying carton containing five self-contained modules, which formed the core of the kit: Improving Basic Skills through Career Education, Improving Personnel and Decision Making Skills, Using Community Resources in Career Education, Implementing Career Education Staff Development, and Planning for Career Education. Each contained three folders providing an orientation to the topic, specific implementation strategies and selected program references, and relevant resources available from CCOE and other agencies. Materials provided included sample lesson plans, posters, flyers on various programs, resource guides, manuals, five filmstrips with cassettes, and an overview booklet. (Some project materials are appended.) (YLB)

ED 183 930 CE 024 612

Schwartz, Henrietta Olsen, George

Issues and Problems in the Development of a Five Year Sex Equity Plan for a State Education Agency.

Roosevelt Univ., Chicago, Ill. Coll. of Education.

Pub Date-Apr 80

Note-73p.; Paper presented at the American Educational Research Association Annual Meeting (Boston, MA, April, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, Attitudes, *Equal Education, Equal Facilities, Expectation, Master Plans, Organizational Theories, *Policy Formation, Program Evaluation, Resource Allocation, *Sex Fairness, *State Programs, *Statewide Planning, Vocational Education

The process used to develop a five-year and annual Illinois state plan for sex equity in vocational education programs is described and analyzed. The appropriateness of theory and frameworks used to develop the plan are examined as well as the five-phase operational framework which emerged from the developmental process: expectations and attitudes, access, treatment, allocation of resources, and awareness and evaluation and program correction. Obstacles, tensions, and problems confronted in producing the plan are presented, along with the issues related to policy and analysis performed by an outside contractor for a state agency. (Authors/MEK)

ED 183 949 CE 024 741

Walker, Bruce And Others

Career Education PLUS Implementation Handbook.

Minot Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck.

Note-29p.; For related documents see ED 150 290 and ED 179 726.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Community Involvement, *Experiential Learning, Guides, Needs Assessment, Program Descriptions, *Program Development, *Program Implementation, Secondary Education

Identifiers-Career Education PLUS Program

This handbook is designed to aid in the implementation of a Career Education PLUS (planning, learning, understanding, and succeeding) class that is built upon the concept of experience-based career education. Following an introductory section, the first of five additional sections outlines steps that should be taken to determine the interest and need in the school district. Section 2 suggests procedures for involving the community in program activities. Focusing on the Career Education PLUS curriculum, section 3 describes six curriculum activities that can be implemented in the program. The final two sections discuss adopting the program and putting the program into effect. Appended material includes community agreement forms, a sample project format, a list of competencies, and a Career Education PLUS curriculum path model. (LRA)

ED 184 125 CS 205 431

Raimo, Angela M.
Three to Get Started: Story Writing as a Collaborative Effort.
Pub Date- 79
Note-8p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Writing, Elementary Secondary Education, *Group Activities, Language Skills, Learning Activities, *Short Stories, *Teaching Methods, *Writing (Composition), *Writing Instruction

To get students started in story writing, teachers can divide them into groups and ask each group to create a story from a plot provided by one student, a character provided by another, and a setting provided by a third. In preparation for this activity, the teacher should instruct students in the development of the story elements of plot, characterization, setting and time period, providing relevant writing practice after the discussion of each element. When students have become proficient in preparing story elements, each student is asked to write a description of either a plot, character, or setting; they are then grouped into appropriate triads and are asked to combine their three diverse elements to create a story. Variations involve students in writing stories based on elements drawn randomly from previously prepared collections or on one element supplied to the class as a whole and two elements drawn individually from collections. After stories have been written, comparisons and contrasts may be made. Among the benefits of this technique are that divergent thinking and originality are rewarded, self-initiated activity is fostered, democratic processes are used, and provision is made for the acquisition of numerous language arts skills. (GT)

ED 184 216 EA 012 529

Sang, Herb A.

School-Based Management and the Role of the Principal Where Does the Buck Stop?

Pub Date-Jan 80

Note-9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (64th, Miami Beach, FL, January 11-15, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, *Administrative Organization, *Administrator Role, Decentralization, Elementary Secondary Education, *Organizational Change, Parent School Relationship, *Principals, School Districts, *School Organization

Identifiers-*Florida

The school superintendent for Duval County (Florida) describes his experiences in developing a school-based management organizational structure. The following elements are involved: (1) funds are allocated to schools based on needs of children in schools, (2) specific educational objectives for a school are set by people associated with the school, (3) decisions on how funds for instruction are to be spent are made in the school, (4) organization of instruction is determined at the school level, and (5) parents participate in school decision-making. The superintendent made a commitment to the school board and administration that principals would be front line decision-makers'' in the system. This commitment required a reassessment of each principal to determine competence, enthusiasm, commitment to system goals, and flexibility to change. (Author/MLF)

ED 183 723 CE 023 539

Riser-Schock, Ginny, Ed.

Career Planning and Placement in the Small College. Proceedings of the Annual Conference (3rd, Alma College, Michigan, May 9-11, 1979).

Alma Coll., Mich.

Spons Agency-American Coll. Personnel Association, Washington, D.C.

Pub Date-79

Note-156p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Career Choice, Career Counseling, Career Development, *Career Education, *Career Planning, Conference Proceedings, Higher Education, Job Placement, Job Search Methods, *Small Colleges, *Student Placement

Seventeen presentations made at the third annual conference on career planning and placement in the small college are presented. The thrust of the conference was aimed at cooperation and sharing of ideas of professionals working in one- or two-person offices within the constraints of a limited budget. Among the presentations included are (1) Introducing Students to a Marketing Approach to Job-Hunting, by Kitty Arnold and Jill Kelley; (2) Career Resources: The Backbone of Career Counseling, by Fran Wallace Schutzman; (3) Everything You Always Wanted to Know about Career Planning in Small Colleges, but Were Afraid to Ask, by Elaine Spurlin; (4) The In's and Out's of Faculty Involvement in Career Preparation Programs: A Case Study, by John Agria; (5) Developing Helping Networks: An Overivew, by Patricia Somers; (6) After the Dollars Cease, Then What?, by Daniel W. Behring; (7) Virginia Western's Career Education: Inter and Intra Institutional Cooperation, by Dale Furbish and Harry Mickens; and (8) Ageism and its Effects on Career Counseling, by John A. Malacos. (LRA)

ED 183 741 CE 024 125

Druian, Greg

Communicating Career Education: State Models. The Northwest Connection Occasional Paper Series, Issue 2, November 1979.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 79
Note-9p.; For related documents see CE 024 124-126.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, Demonstration Programs, Guides, Information Centers, *Information Dissemination, Information Networks, *Information Services, *Information Sources, *Models, Program Implementation, Resource Centers, Resource Materials, State Programs
Identifiers-United States

This second in a series of three papers on models for communicating and disseminating career education programs highlights selected state models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, several spread mechanisms utilized by states to disseminate career education information are covered. Then follows a presentation of varied examples of state information and resource exchange centers. Next, choice mechanisms utilized by some states are discussed. Finally, the implementation strategies used by several states are described, such as networks, training programs, and peer interaction. This paper includes a table listing thirteen states and for each includes the names and addresses of the project contact person and career education coordinator; and the available dissemination services. (EM)

ED 183 780 CE 024 308

Vocational Education Handbook for Secondary Schools in Wisconsin. A Resource for Local Vocational Education Coordinators and Persons Who Plan and Develop Vocational Education Programs in Comprehensive High Schools in Wisconsin.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Report NO.-WSDPI-Bull-0293

Pub Date-Dec 79

Note-289p.; Some pages in this document will not reproduce well due to small, light type.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Accounting, *Educational Finance, Financial Support, Long Range Planning, Personnel, *Planning, Program Administration, *Program Development, Program Evaluation, Program Improvement, Resource Materials, Secondary Education, Statewide Planning, *Vocational Education

Identifiers-United States, *Wisconsin

This vocational education handbook for secondary schools in Wisconsin is designed to serve as a resource for local coordinators and persons who plan and develop vocational programs for comprehensive high schools. The first of eight sections focuses on general and administrative guidelines. Among the areas included in the section are (1) administration of vocational education; (2) organization, role, and responsibilities of state education; and (3) benefits of vocational education. Focusing on planning, section 2 discusses the long-range planning format, the local long-range plan, and areas of attention in federal legislation. Among the topics addressed in the manpower development section are manpower planning, steps in initiating vocational programs, vocational equity, adivsory committees, alternative delivery systems, and student organizations. Section 4 focuses on vocational personnel. Vocational education evaluation and reporting is described in the fifth section. Focusing on funding, section 6 describes the history and philosophy of federal funding, funds available for secondary education, general accounting for program applications, priorities for expenditures, and alternative fundings sources. Section 7 gives general procedures and guidelines for accounting and presents sample accounting forms. Section 8 contains a glossary of terms. Appended material includes a list of funding sources, compulsory school attendance guidelines, and suggested program improvements. (LRA)

ED 183 910 CE 024 554

Smith, Kathryn Backus
Sourcebook of Career Education Practices in Connecticut.
Area Cooperative Educational Services, New Haven, Conn.
Spons Agency-Connecticut State Dept. of Education, Hartford.
Pub Date-80
Note-159p.; Not available in paper copy due to colored background.
Pub Type- Reference Materials (130) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Career Education, *Demonstration Programs, Elementary Secondary Education, Postsecondary Education, Program Descriptions, *Program Development
Identifiers-*Connecticut

Prepared for use by teachers, guidance counselors, administrators, and career education personnel, this source book is designed to stimulate ideas for program planning, to help them become acquainted with the kinds of activities other schools have found to be successful, to provide personnel from other school districts to contact who have worked on career education, and to give recognition to some educators who have demonstrated that career education works. The source book is divided into five chapters based on the appropriate grade level for each activity. Each activity includes the following sections whenever appropriate: career concept; subject area; grade level; audience; materials needed; products; location; program manager; staff needed; time: planning; time: implementation; cost: start up; cost: ongoing; summary; for more information; locations of similar activities; and cross references. (LRA)

ED 183 968 CG 014 156

Chandras, Kananur V.

Understanding and Couqseling Asian American Students.

Pub Date-6 Oct 79
Note-12p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), *Asian Americans, Educational Attitudes, Foreign Student Advisers, *Foreign Students, Guidance Programs, Higher Education, *Individual Counseling, Self Concept, *Social Differences, State of the Art Reviews, Student Needs, *Student Personnel Services, Youth Problems

Asian American students who encounter personal problems may hesitate to utilize couqseling and mental health facilities on campuses, being fearful that family, friends and/or relatives may consider them emotionally unstable. Counselors and mental health workers may lack understanding of language and cultural background of Asian-American students, resulting in frustrations and misunderstandings for both parties involved. Counselors, teachers, administrators, and non-Asian-American students would benefit from more information on diverse cultural backgrounds, acculturation and assimilation problems, counseling implications, and mental disorders involving identity problems for Asian-American students. (Author/BMW)

ED 184 037 CG 014 282

Burkhardt, Carolyn M.

Survival Strategies for Women Administrators.

Pub Date-Sep 79

Note-14p.; Paper presented at workshop on Women in Administration (Duluth, MN, October 6, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, Administrator Role, *Administrators, Behavior Patterns, Educational Administration, *Employed Women, Employment Opportunities, *Equal Opportunities (Jobs), *Females, Job Training, *Sex Discrimination, State of the Art Reviews, Training Methods

Now that women have been admitted to the higher echelons of management, they can begin to work together to remove those barriers which still affect their full participation in administration. Strategies for overcoming these barriers must focus on the lack of opportunity as well as on the establishment of programs specifically designed to place women into positions of leadership. The most comprehensive strategy for correcting the underrepresentation of women in educational administration is the implementation of Executive Order 11246 which requires affirmative action plans. Institutions must also organize strategies related to staff training, employment procedures, and recruitment to make it possible for women to develop to their fullest potentials and to make use of such potential in solving social problems. Individuals and organizations can develop strategies such as networking, retraining, peer-support groups, and mentor relationships. (Author)

ED 184 081 CS 005 326

Glynn, Ted And Others

Remedial Reading at Home: Helping You to Help Your Child. Set Research Information for Teachers, Number Two, Bonus Item.

New Zealand Council for Educational Research, Wellington.

Pub Date-79

Note-21p.; For related documents see CS 005 323-326.

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Home Instruction, *Parent Participation, *Parent Role, Reading Improvement, *Reading Instruction, *Remedial Reading, Teaching Methods

This guide contains procedures that were devised for use by parents of primary and intermediate grade children who were several years behind in their reading. Topics discussed in the guide's eight chapters are: how to arrange a time and place for reading at home, how to select suitable books for the child to learn from, how to help the child be an independent reader, how to understand the kinds of mistakes children make, how to use praise to help the child, how to help the child correct mistakes, how to check on the child's reading progress, and how parents can check their own tutoring skills. (FL)

ED 184 104 CS 005 356

Slater, Wayne H. And Others

Effects of Directions Describing Passage Structure, Signaling, and Elaboration of Readers' Recall.

Pub Date-Mar 80

Note-23p.; Paper presented at the Annual Meeting of the University of Wisconsin-Milwaukee Linguistics Symposium (9th, Milwaukee, WI, March 7-8, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Area Reading, Discourse Analysis, Grade 9, *Organization, *Readability, *Reading Comprehension, Reading Research, *Recall (Psychology), *Retention (Psychology), Secondary Education

Identifiers-*Schemata, *Story Grammar

After 104 high and low ability ninth grade students read prose passages, they wrote all that they remembered about the passage, exhibiting how text features affected text recall. The materials varied in length, the number of propositions presented, and whether headings were used to organize the passage. Only one of the two sets of directions used for the task explained the organization of the passage. The high ability students recalled more propositions than low ability students. Students receiving directions with signaling recalled more propositions than those receiving directions without signaling. Although low ability students generally recalled less than high ability students, the low ability students who received the elaborated version of the prose passage along with directions explaining passage organization demonstrated recall approaching that of the high ability students. Significantly more high ability students used the author's schema. Students used the author's schema significantly more frequently when they were given the directions explaining text organization. The use of elaboration (more propositions/longer passage) did not significantly affect amount of recall. Overall, the results failed to indicate that major textual changes had any significant effect on student recall. (RL)

ED 184 284 EC 123 447

Bliton, Gilbert Ash, Paul

Time Project Report, 1979-80 (An Aid in the Selection of Special Education Materials).

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.

Pub Date-Sep 79

Note-36p.; Teacher Initiated Materials Evaluation Project; For related information, see ED 181 697.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Blindness, Communication Disorders, Deafness, *Disabilities, Elementary Secondary Education, Emotional Disturbances, Hearing Impairments, *Instructional Materials, Learning Disabilities, Mild Mental Retardation, Moderate Mental Retardation, Multiple Disabilities, Physical Disabilities, Severe Mental Retardation, Visual Impairments

Based on reporting forms from nearly 500 teachers, the booklet identifies effective materials for use with exceptional learners. Contents are divided into various exceptionality areas (educable mentally retarded, trainable mentally retarded, severely and profoundly retarded, communication handicapped, learning disabled, emotionally disturbed, deaf and hearing impaired, blind and visually impaired, physically handicapped, and multiply handicapped) and where appropriate by level (primary, intermediate, etc.) and curricular area (math, reading, etc.). Materials are listed alphabetically by title with the publisher in the appropriate section. A directory of selected publishers is also included. (SBH)

ED 183 892 CE 024 514

Omvig, Clayton P.

The Bowling Green, Kentucky, K-12 Career Education Incremental Improvement Project. Evaluation Report.

Kentucky Univ., Lexington. Coll. of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 79
Grant-G0078C0018
Note-149p.; For related documents see ED 163 226 and ED 167 775. Small print in figures will not reproduce well.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Administrator Attitudes, *Attitude Measures, Career Choice, Career Development, *Career Education, Counselor Attitudes, Counselor Role, Grade 7, Grade 9, Grade 11, *Improvement Programs, Principals, *Program Effectiveness, Program Evaluation, Student Attitudes, *Student Evaluation, Surveys, Teacher Attitudes, Teacher Participation, *Vocational Maturity
Identifiers-Education Amendments 1974, Kentucky (Bowling Green)

The evaluation of the Bowling Green, Kentucky, K-12 Career Education Incremental Improvement Project consisted of five components: professional staff survey (PSS), student career maturity, career education program assessment, record of student career development, and academic achievement. PSS findings indicated that the seventy principals, counselors, and teachers surveyed generally (1) had positive attitudes toward the importance of career education activities, their

involvement, and career of career education activities, their involvement, and career education in general and (2) rated their programs as effective. The Career Maturity Inventory (CMI) was administered to control and career education groups of students in grades 7, 9, and 11. The career education group displayed higher levels of career maturity, particularly at grades 7 and 9. Career education group scores also exceeded CMI norms. Findings of the Program Assessment indicated that grade 12 students felt the need for more career-related experiences and activities, especially in the area of school-to-work transition. The Academic Achievement and Record of Student Career Development components used existing student records. Achievement test scores below the norm at the start of the program improved and were at or above the norms in later grades. Students' tentative career choices over a period of eight years showed less variation. (Some evaluation instruments are appended.) (YLB)

ED 183 931 CE 024 613

Orth, Mollie N.

Department of Defense Curricula: Feasibility of Conversion for Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Apr 80

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). For related documents see ED 174 766 and ED 176 049.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, Feasibility Studies, *Military Training, Postsecondary Education, Relevance (Education), *Vocational Education

Identifiers-*Military Curriculum Project

To provide information on the feasibility of conversion of military-developed curriculum materials for vocational education, this study evaluated twenty military courses in one of three occupational areas: allied health, environmental health, and occupational health. Selection of the occupations was based on national curriculum need, applicability to vocational education, and availability of military course materials. Two project-developed review guidelines were used by subject-matter and curriculum specialists to evaluate each course. The review guideline topics were based on the instructional systems design concept of curriculum development. The majority of the courses reviewed were determined to be suitable for conversion. (Author)

ED 183 992 CG 014 205

Kunkel, Suzanne

Sex Differences in Adjustment to Widowhood.

Miami Univ., Oxford, Ohio.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-79
Note-25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-2[illegible], 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Behavior Patterns, Friendship, Interpersonal Relationship, *Life Style, Older Adults, *Responses, *Sex Differences, *Stress Variables, *Widowed

Areas of morale, health, perceived income adequacy, stress, interaction with family and friends, and attitude toward life in retirement, were examined to determine the existence, degree, and direction of sex differences among widowed persons. Survey data from 161 widowed respondents from a study of 1100 adults aged 50 or older were analyzed. Married respondents (N 707) were also examined as a basis for comparison. Hypotheses tested were drawn from Berardo's thesis that greater adjustment difficulties occurred among male survivors. Nearly all hypotheses were rejected. The only significant differences between widows and widowers were in the areas of stress (with higher proportions of women reporting stress-related symptoms) and interaction (men had lower levels of frequency of interaction but higher satisfaction with the amount of contact). (Author)

ED 184 014 CG 014 243

Sherman, Steven J. And Others

Social Psychological Factors in Adolescent Cigarette Smoking.

Pub Date-Sep 79

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Attitudes, Physical Health, *Psychological Needs, Psychological Studies, *Responses, *Self Concept, *Smoking, Social Attitudes, Social Behavior, *Social Influences, Student Motivation, Tobacco

Results emanating from smoking cessation programs suggest the necessity for a greater commitment to research for primary smoking prevention. Because of the early onset of smoking, more research must focus on adolescents and preadolescents who have not yet begun to smoke regularly. Three areas of concentrated study are proposed: (1) the initiation process rather than smoking maintenance; (2) concentration on younger populations rather than adults; and (3) the study of the onset of smoking prospectively rather than retrospectively. Two comprehensive social psychological models, chosen as most relevant for adolescent cigarette smokers, were used with junior and senior high school youth. Preliminary results indicated that nonsmoking subjects perceived nonsmokers as having more positive traits than smokers. Nonsmokers perceived more personal than situational control of their own nonsmoking behavior, and, in general, adolescents were perceived as being under strong situational control. (Author/BMW)

ED 184 060 CS 005 281

Jackson, Shirley A.
Reading: Some Can and Some Can't.
Pub Date-Feb 80
Note-32p.; Paper presented at the State Reading Association and the State Department of Education, Region IV (Houston, TX, February 1980)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Elementary Secondary Education, Functional Reading, Illiteracy, *Literacy, *Minority Groups, Program Effectiveness, Reading Achievement, Reading Instruction, *Reading Programs, Reading Research, *Reading Skills, *Teacher Effectiveness
Identifiers-Elementary Secondary Education Act Title II

Three issues related to improving basic skills in this nation are discussed in this paper: the definition of basic literacy skills'' and the number of Americans who are purportedly illiterate, what evidence exists that minorities in the United States really have a more serious problem than others in acquiring basic literacy skills, and what is known about ways of improving basic literacy skills. The definition used in this paper in the one given in the Elementary Secondary Education Act, Title II, Basic Skills Improvement Program, that basic skills include reading, mathematics, and effective oral and written communication. Studies reporting varied rates of adult literacy are reviewed and compared. Studies are discussed that show that in spite of great improvement over the years, poor minority children still lag behind others in basic skills achievement. Possible reasons for this are suggested. In an analysis of the research on ways to improve basic literacy skills ten factors common to successful reading programs are listed and 12 instructional variables associated with effective teaching are cited. (MKM)

ED 184 148 CS 502 817

Del Polito, Carolyn M.

Teacher Communication in the Classroom: Effects on Student Self-Concept.

Pub Date-Feb 80

Note-11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Anaheim, CA, February 15-18, 1980)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Communication, Communication (Thought Transfer), Elementary Secondary Education, Higher Education, *Humanistic Education, *Self Concept, *Self Evaluation (Individuals), *Teacher Effectiveness, *Teacher Influence

This paper stresses the idea that teacher communication in the classroom affects the self-concept of students. It begins by reviewing the process of communication and the effect of self-concept on that process by providing and discussing an intrapersonal communication process model. It then provides instructor guidelines for self-concept enhancement and evaluation followed by a checklist for evaluating the instructor in areas related to self-concept enhancement. The paper next provides an outline for considering levels of empathy that can be utilized by a teacher and a set of general guidelines for self-concept enhancement. It concludes with a selected bibliography for teacher communication in the classroom and the effects it has on student self-concept. (TJ)

ED 184 170 CS 502 846

Wiethoff, William E.

Machiavelli's Mandragola'': Comedic Commentary on Renaissance Rhetoric.

Pub Date-Nov 79

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979). Best Copy Available.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Drama, Literary Criticism, Renaissance Literature, *Rhetoric

Identifiers-*Machiavelli (Niccolo)

This paper traces Machiavelli's debt to classical rhetoric while outlining the rhetorical tenor of his comedy, Mandragola.'' The paper specifically analyzes Machiavelli's attention to the medieval transmission of Ciceronian rhetoric by Boethius, as interpreted from the setting, characterization, and dialogue of Mandragola.'' The conclusion addresses critical problems posed by Machiavelli's reactionary'' view of the roles that rhetoric and dialectic should play in Renaissance discourse. (FL)

ED 184 193 CS 502 888

Greenbaum, Howard H. Falcione, Raymond L.

Organizational Communication Research: A Conceptual Model for an Organized Knowledge Base.

Pub Date-Aug 78

Note-28p.; Paper presented at the Annual Meeting of the Academy of Management (38th, San Francisco, CA, August 9-13, 1978).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classification, Group Behavior, Models, *Organizational Communication, Research Problems, *Speech Communication, Theories

Identifiers-*Communication Research

This paper explores systems of classification to develop a conceptual model adequate as an organized knowledge base for organizational communication research findings. The paper notes that present classification systems employed in organizational communication textbooks and in reviews of organizational literature are not adequate to the task of furnishing a comprehensive and organized knowledge base. It then proposes a determinant-outcome classification system in response to this need. The proposed system consists of four outcome variables, six determinant variables, and four types of communication interface and treats communication as a determinant variable that influences outcome variables and other determinant variables. The paper contends that, as a determinant variable, communication may be independent or dependent in accordance with the circumstances. In addition, the paper notes that the further development and application of this conceptual model could result in an inventory of propositions,'' each proposition relating to a class formed by an independent variable influencing a dependent variable in a specific type of communication interface. (Author/FL)

ED 184 242 EA 012 561

Booth, Ronald And Others
Teacher Benefits: How to Compute Costs, Compare and Evaluate, Plus a Special Section on Negotiating Salaries.
Illinois Association of School Boards, Springfield.
Pub Date-Mar 80
Note-53p.; Exhibits A-C may not reproduce clearly.
Available from-Illinois Association of School Boards, 330 Iles Park Place, Springfield, IL 62718 ($5.00, quantity discounts; payment must accompany orders under $10.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Board of Education Policy, Boards of Education, Cost Effectiveness, Elementary Secondary Education, Expenditures, *Fringe Benefits, Insurance, Leaves of Absence, *Program Costs, Program Evaluation, Salaries, School District Spending, *School Personnel, *Teacher Employment Benefits, *Teacher Salaries, Worksheets
Identifiers-Illinois

This manual is intended to help school boards in Illinois and other states measure the costs of their benefits programs and to control expenditures for these programs in order to obtain maximum value for employer and employee. It presents a systematic method of computing fringe benefit costs, the comparative costs of benefits programs in Illinois, criteria for evaluating programs, and suggestions for controlling costs and negotiating benefits. The book also contains a special section on negotiating salaries, which offers insight into traditional pay practices, union demands, and alternatives for distributing money on the salary schedule. To achieve its goals, the manual includes (1) step-by-step instructions and a worksheet for computing fringe benefit costs, (2) a discussion of actual and potential costs of benefit programs with tables of comparative data, (3) criteria that can be used to evaluate the effectiveness of a fringe benefit program, (4) a detailed discussion of legally required fringe benefits and of other benefits commonly provided, with suggestions for monitoring and controlling costs, and (5) recommendations for negotiating benefits intended to be of maximum value to the board and employees alike. (Author/JM)

ED 184 263 EC 123 329

Churton, Michael W., Ed.

USM Motor Development Inservice Training Project: 1976-1979. Final Report.

University of Southern Mississippi, Hattiesburg.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date-79

Grant-G007602947

Note-92p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Learning Modules, *Motor Development, Movement Education, *Professional Training, *Program Development, Program Evaluation, Skill Development, State Programs, Student Educational Objectives

The manual presents results and findings of a statewide motor development inservice training project for teachers of exceptional children and provides training modules from the project. Section 1 gives an overview of the structure, philosophy, and procedures of the project. The evaluation plan of the program is described, and the development of model centers and a resource center are reviewed. The components of the inservice training project and the strategies, such as lesson plans and provision for reimbursement and release time, are identified. Section 2 contains outline modules on administrative awareness, participant orientation, motor fitness, perceptual motor skills, fundamental movement patterns, culminating games and activities, and evaluation/program development. An overview, goal, and objectives are listed for each module as well as particulars such as duration of sessions, use of consultants, and the module format. A list of 107 books and other media resources is appended. (PHR)

ED 183 798 CE 024 341

Kiefert, Kaye D. And Others
Career Education Teacher Training Corps. Final Report.
Educational Service District 121, Seattle, Wash.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G0077C0092
Note-160p.; For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Career Education, Curriculum Development, *Inservice Teacher Education, Program Development, Program Effectiveness, *Program Implementation, *School Cadres, *Staff Development, Team Training
Identifiers-Education Amendments 1974, Washington

A project was conducted to develop a Career Education Teacher Training Corps model for local district staff development and district program planning and development. Seven training modules were developed which provide a comprehensive planning and staff development system that can be adapted for use in a variety of educational settings. These modules covered the areas of career education orientation, curriculum development, guidance, activities, materials and resources, and community resources. Five teams of educators were selected and trained in the content and use of these materials and modules. After receiving thirty hours of training, the corps members developed a local district implementation plan for career education, including curriculum planning, materials and resources assessment, and staff development planning. Participants in the master training sessions showed significant gains in both knowledge and skills in the career education module areas as measured by the pre/post evaluation instrument. Corps members were also assisted in developing measurement techniques for use in their own future training sessions at the [illegible] level. Dissemination efforts were highly successful in terms of responses of local districts in the state of Washington. (Author/BM)

ED 183 820 CE 024 378

Military Curricula for Vocational & Technical Education. Veterinary Specialist, Blocks VII-XI, 1-4.

Air Force Training Command, Sheppart AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-11 Jul 75

Note-444p.; Not available in paper copy due to light and broken type. For a related document see CE 024 377.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Animal Husbandry, Behavioral Objectives, Course Descriptions, Curriculum Guides, *Disease Control, *Food and Drug Inspectors, Food Processing Occupations, Food Service Occupations, *Food Standards, Learning Activities, Postsecondary Education, Study Guides, Textbooks, *Veterinary Medicine, Vocational Education, Workbooks

Identifiers-Chickens, Dairy Industry, Eggs, Military Curriculum Project

These instructor materials and student texts, study guides, and workbooks for a postsecondary-level course to train veterinary specialists are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second half of a two-part course (see Note) intended to provide training in food inspection; laboratory procedures; subprofessional duties concerning veterinary sciences; sanitary surveillance of food processing, storage, and service facilities; control and epidemiology of zoonotic diseases; and veterinary aspects of disaster medicine. Dealing with poultry and egg inspection, dairy products, miscellaneous foods, food technology, and animal services, this section contains five blocks of instruction covering eighty-eight hours of instruction: Dairy and Dairy Products (2 lessons), Miscellaneous Foods (2 lessons), Food Technology (2 lessons) and Animal Service and Zoonoses Control Activities (4 lesons). Instructor materials include a course chart, Speciality Training, for use in student evaluation, lesson plans, and a plan of instruction detailing unit content, lesson duration, objectives, and support material. Student materials include seven student texts, student workbook, and three study guide/workbooks. Contents are objectives, text readings, review exercises, and laboratory experiments. Commerical texts, military manuals, and audiovisuals are suggested but not provided. (YLB)

ED 183 950 CE 024 744

Freedman, Marcia Dutka, Anna

Training Information for Policy Guidance. R & D Monograph 76.

Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date-80
Note-205p.; Small type in figures will not reproduce well.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-000-00396-3).
Pub Type- Reference Materials (130) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Case Studies, *Employment Qualifications, Industrial Training, *Job Skills, *Job Training, Labor Needs, Labor Supply, Occupational Clusters, *Occupational Information, Off the Job Training, On the Job Training, Program Content, Program Development, Skill Development, Training Methods, *Vocational Education
Identifiers-New York (New York)

Designed to help occupational analysts, employment and training operators, guidance counselors, and vocational educators to better assess the source, content, and level of training necessary to achieve the desired skill requirements for most occupations, this report contains an analysis of training patters for clusters of occupations, a case study, and appendixes of technical information. Part 1 reviews concepts, trends, and data related to training in six chapters: (1) Introduction, (2) Definitions, (3 and 4) Patterns of Training: Pre-employment and Post-employment, (5) Data Sources on the Supply and Demand for Labor, and (6) Using the Data. Part 2 (chapter 7) is an attempt to apply the principles of part 1 in a case study of New York City. Part 3 is a series of appendixes giving technical information on the level and types of training for detailed census occupations, including these: 1970 Census Occupational Categories by Training Clusters and specific information on these clusters of occupations: health care; apparel manufacturing; metal working and machine trade; computer or electronic data processing; construction; printing crafts; clerical; sales; appliance repair; consumer goods; and insurance industry. (YLB)

ED 184 126 CS 205 433

Boerner, Francesca M.
Developmental English in Theory and Practice.
Pub Date-Feb 80
Note-16p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (15th, Birmingham, AL, February 21-23, 1980).
Pub Type- Speeches/Meeting Papers (150) Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Descriptions, *Developmental Programs, *English Instruction, Grammar, Higher Education, *Remedial Instruction, *Student Placement, Teaching Methods, Test Construction, *Testing Problems, *Writing Skills

The first portion of this paper discusses the procedure for placing freshmen in a remedial composition course at a small liberal arts college. The design of the basic skills test used for placement is criticized on the basis of the inappropriateness of both content and format (multiple choice) in determining which students required remedial writing instruction. The remainder of the paper describes the changes made at the college during a five-year period that include stricter admissions requirements, increased enrollment in the freshman remedial course, and an attempt to group remedial composition students based on basic skills test scores. Teaching techniques used in various sections of the course are mentioned, including frequent replacement of textbooks and having students read their writing aloud, participate in community'' composing of paragraphs and themes, and design and administer their own grammar tests. The general policies and grading procedures of the course's instructional staff are also explained. (AEA)

ED 184 217 EA 012 530

Kimball, Roland B., Ed.
Public School Taxes and You: A Journal New Hampshire Univ., Durham. Center for Educational Field Services.
Spons Agency-New Hampshire Council for the Humanities, Concord.
Pub Date-Oct 79
Note-72p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Finance, *Educational Objectives, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Policy, Property Taxes, Questionnaires, *State Legislation, Statistical Surveys, Tables (Data)
Identifiers-*New Hampshire

This document discusses financial support for public school education in New Hampshire. It is divided into five sections: (1) a history of school finance and property tax; (2) legislative goals and financing; (3) highlights of taxes that affect municipal and school government; (4) public policy alternatives in financing public schools; and (5) the public interest in public education. Included is a separate statistical update for 1979. (Author/LD)

ED 183 724 CE 023 551

Summaries of Florida Vocational Research. Final Report, from February 1977 to December 1978.

Florida State Univ., Tallahassee.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Dec 78
Note-286p.
Available from-Ms. Alma Mueller, Department of Education, Vocational Dissemination and Diffusion Section, Knott Building, Tallahassee, FL 32301 (request price).
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Administration, Agriculture, Business Education, *Career Education, Cooperative Education, Counseling, Disabilities, Disadvantaged, Distributive Education, Educational Research, Evaluation, Health Occupations, Home Economics, Individualized Instruction, Industrial Arts, Job Placement, Job Skills, *Postsecondary Education, Program Descriptions, *Research Projects, *Secondary Education, Student Personnel Services, Teacher Education, Vocational Followup, Work Experience
Identifiers-*Florida, Vocational Education Research Impact Assessment

Summaries are included here for all vocational research projects in Florida from 1965 to 1976 as well as a few 1977 projects which have been completed. The format for the entries is informative data (title, organization, project director, expenditures, project duration, and project number), problem to be addressed, objectives to be met, procedures employed in meeting the objectives together with resultant data, information on potential utilization, and/or products with information as to where products may be procured. Many summaries encompass a number of individual grants over a period of several years; others are single projects conducted for one year or less. Projects are divided into sections by these subject areas: administration, agriculture, business education, career education, cooperative education, counseling, disadvantaged and handicapped, distributive education, employability skills, health-related occupations, home economics, individualized instruction, industrial arts, industrial education, placement and followup, research and evaluation, student personnel services, teacher education, work experience, and other. (YLB)

ED 183 742 CE 024 126

Druian, Greg

Communicating Career Education: Business, Industry, Labor and Government Models. The Northwest Connection Occasional Paper Series, Issue 3, March 1980.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 80
Note-9p.; For related documents see CE 024 124-125.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, *Career Education, Demonstration Programs, Government (Administrative Body), Industry, Information Centers, *Information Dissemination, Information Networks, *Information Services, *Information Sources, Labor, *Models, Program Implementation, Resource Centers, Resource Materials
Identifiers-United States

This last in a series of three papers on models for communicating and disseminating career education programs highlights models used in four sectors, i.e., business, labor, industry, and government. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, the differences in the networks represented by each of the four sectors are covered. Next, the aforementioned levels of dissemination are covered consecutively and include examples of how business, industry, labor, and government are using each level of dissemination to cover career education. Finally, the paper concludes with suggestions regarding the future of disseminating career education. (EM)

An Employment and Education Agenda for Youth in the 1980s. A Policy Statement by the National Council on Employment Policy.

National Council on Employment Policy (DOL), Washington, D.C.
Pub Date-Mar 80
Note-13p.; Not available in paper copy due to small type.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Compensatory Education, *Education Work Relationship, *Federal Legislation, Federal Programs, Job Development, *Job Training, Position Papers, *Public Policy, Unemployment, Vocational Education, Work Experience, Youth, *Youth Employment, Youth Opportunities, Youth Programs
Identifiers-Comprehensive Employment and Training Act

The causes of youth unemployment especially among poor and minority youths are enmeshed in a web of social, educational, and economic forces acting on the lives of families. Some of these forces are out of the sphere of federal influence, but labor market industries and the education system also have important effects on the experience of youth trying to find work. The next iteration of federal youth initiatives should build around four components of services: basic, remedial, work oriented education; job skills; labor market awareness; and work experience. Aside from the program elements that should be incorporated into a national youth policy for the 1980s, two important operational considerations need to be addressed: targeting of employment and training services, and the relation of youth to adult services. (Recommendations are made based on each of the four components of service and operational considerations.) (MEK)

ED 183 837 CE 024 402

Military Curricula for Vocational & Technical Education. Sewing Machine Maintenance, 18-3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Technical Training Center, Chanute AFB, Ill.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Note-110p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, Course Descriptions, Curriculum Guides, *Equipment Maintenance, High Schools, Learning Activities, *Machine Repairers, Postsecondary Education, *Trade and Industrial Education, Workbooks
Identifiers-Military Curriculum Project, *Sewing Machine Repairers

This teaching guide, student study guide, and student workbook are designed for self- or group-paced instruction in skill and knowledge areas needed for sewing maintenance. They constitute one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The instructor materials include an outline of student qualitative requirements and a plan of instruction detailing criterion objectives, duration of the lessons, and support materials needed. Student materials include objectives, information (text), references, and activities or written exercises. The scope of training includes structural and functional features, inspection, timing, adjustment, troubleshooting malfunctions, and overhaul of sewing machines used in the repair of parachutes, fabric, and leather materials. (MEK)

ED 183 855 CE 024 422

Gardner, David C. And Others

Upholstery Dictionary 1. Project HIRE.

Boston Univ., Mass. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--498AH70309

Pub Date- 79

Grant-G007701947

Note-91p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, *Furniture, Individual Instruction, Instructional Materials, *Learning Disabilities, *Remedial Instruction, *Repair, Secondary Education, Semiskilled Occupations, Small Group Instruction, Trade and Industrial Education, Vocabulary, *Vocabulary Development

Identifiers-Project HIRE, *Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Upholstery series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains six lessons: (1-2) Caning, (3) Gluing, (4) Webbing, (5) Springing, and (6) Applying Burlap and Roll Edge. The format for each lesson includes (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 423 and CE 024 424. An accompanying teacher's manual is available separately as CE 024 421. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 874 CE 024 467

Boyd, Charles H.

Khan Du! A Success Model through Television for the Career Education of Handicapped Children. Final Project Performance Report.

KLRN - TV, Austin, Tex.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554VH80001
Grant-G007702397
Note-74p.; For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitudes, Audiovisual Aids, *Audiovisual Instruction, Bias, *Career Education, Childrens Television, *Disabilities, *Educational Television, Elementary Secondary Education, Employment Opportunities, Formative Evaluation, Guides, *Program Effectiveness, *Programing (Broadcast), Self Concept, Self Esteem, Summative Evaluation, Test Reliability, Videotape Recordings
Identifiers-Education Amendments 1974, KHAN DU Project

The KHAN DU! project developed television programs and accompanying printed materials combining three elements: (1) career education objectives targeted to both handicapped and non-handicapped children, (2) visual and dramatic elements designed primarily to interest the child viewer, and (3) handicapped children playing major roles and documentary segments of adults as role models. The pilot program and three other half-hour shows and guide materials were intended to improve self-esteem regarding career potential and attitude among handicapped persons. Formative evaluation to aid in program design was accomplished in three stages: subsequent to production of the pilot program, subsequent to production of the next program, and subsequent to revision of that program. Summative evaluation involved pilot testing of the KHAN DU! videotape programs in two schools in the Austin, Texas area in grades 3, 4, and 5. Students were pre- and post-tested with a project-developed scale measuring self-esteem and information learned from the film. Through data analysis it was shown that the evaluation instrument was reliable and that handicapped children increased their self-concept through exposure to the shows. (Extensive project materials and evaluation data are appended.) (YLB)

ED 183 911 CE 024 555

Model Vocational Curriculum Development. Final Report.

Lake Stevens School District No. 4, Wash.
Spons Agency-Washington State Commission for Vocational Education, Olympia.
Pub Date-Oct 79
Note-807p.; Some pages will not reproduce well due to light and broken type.
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)
EDRS Price - MF05/PC33 Plus Postage.
Descriptors-*Articulation (Education), Behavioral Objectives, *Career Education, Career Exploration, *Course Objectives, Curriculum Development, Educational Change, Grade 8, Intermediate Grades, *Middle Schools, Program Content, *School Guidance, School Organization, Secondary Education, Student Development, Student Educational Objectives, *Vocational Education
Identifiers-*Lake Stevens School District WA

This guidance instrument (student four-year planning form), middle school program, and student learning objectives for all career and vocational education courses to be changed or added represent the products of a Lake Stevens School District, Washington, curriculum development project. The guidance instrument is a form to be completed by eighth-grade students in planning an educational program for grades 9-12. The recommended format for the middle school describes the philosophy, curriculum, and staffing plan to provide for the articulation of students between the middle school and senior high vocational programs. Written by vocational and career education instructors and counselors, the student learning objectives are intended for twenty-six courses in six program areas: vocational agriculture, business and office education, distributive education, home and family life, vocational/industrial arts, and career education. Courses include Ag Science, Small Gas Engines, Forestry, Advanced Animal Science, Horticulture, Metal Shop, Ag Welding, Ag Electricity, Typing, Model Office, Business Lab, Shorthand, Bookkeeping and Accounting, Food Service, Exploratory Home and Family Life, General Home and Family Life, Specialty Foods, Preparation for the Future, Housing and Home Furnishings, Tailoring, Living on Your Own, Exploratory Course in Vocational/Industrial Arts, General Woodshop, Drafting, and Career Exploration. (YLB)

ED 183 969 CG 014 157

Bond, Charles F., Jr.

Social Facilitation as Self-Presentation

Pub Date-Aug 79

Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Difficulty Level, *Failure, *Females, *Learning, Performance Tests, Questionnaires, *Social Influences, *Verbal Learning, *Visual Stimuli

Social facilitation as a self-presentational display, and social performance impairment attributable to perceived public failure, are examined in a study of context effects in verbal learning. Female uqdergraduates (N 72) served as subjects with one male who served as an audience.'' Performance data indicate that, consistent with the present analysis (but not with drive theories of social facilitation), the learning of simple paired-associate items is socially impaired when those items are embedded within a difficult task. An observer's presence does not impair complex verbal learning when complex items appear within an easy task. Questionnaire responses suggest a naturally-occurring confound between task complexity and perceived failure. (Author)

ED 184 082 CS 005 327

Burg, Leslie Kaufman, Maurice

Comp. Ed'' in College-Can It Work?

Pub Date-Nov 79

Note-14p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Compensatory Education, Guidelines, Higher Education, Mathematics, Program Descriptions, *Program Design, *Program Development, *Program Evaluation, *Reading Skills, Remedial Instruction, Remedial Reading, *Study Skills

The compensatory program in reading/study skills, writing, and mathematics at Northeastern University (Massachusetts) is described. An evaluation of the program's reading/study skills component during 1977 and 1978 is reported, demonstrating significant student improvement as a result of the program. Guidelines are offered to help other colleges and universities that are considering the development of compensatory basic skills programs. (RL)

ED 184 105   CS 005 357

Howard, Marilyn

Auditory Conceptualization: A New Dimension to Phonics.

Pub Date-25 Apr 79

Note-10p.; Paper presented at the Annual Meeting of the International Reading Association (25th, Atlanta, GA, April 23-27, 1979).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Auditory Discrimination, *Auditory Training, Discovery Learning, *Kinesthetic Methods, Phonemes, *Phonetics, Phonics, Primary Education, *Reading Achievement, *Reading Improvement, Syllables

Identifiers-*Auditory Discrimination in Depth Program

A teaching technique that leads to auditory conceptualization the ability to determine the number and order of souqds embedded within syllables shows promise of measurably improving the reading proficiency of children of all ability levels. Based on C. and P. Lindamood's published technique, Auditory Discrimination in Depth,'' the procedure stresses the oral/kinesthetic attributes of consonant and vowel sounds. Children are taught through discovery to feel the action of the lips, tongue, and teeth in the production of each vowel and consonant sound; they then use this knowledge to aid in the encoding and decoding of syllables. Throughout, the emphasis is for children to discover each step for themselves. The orderliness of the instructional steps, plus a strong reliance on manipulative materials, allows students to develop mental images of the basic phonic system, providing the framework to which phonic skills can be related in an organized, logical, and retrievable manner. Taught to all first graders in the Arco (Idaho) Elementary School since 1974, the technique is credited with causing a dramatic rise in students' scores on the reading subtest of the Iowa Tests of Basic Skills from sixty-sixth percentile for grades two through five in 1974 to eighty-sixth percentile in 1978. Teachers have also observed great progress in the work of individual children of all ability levels. (GT)

ED 184 149 CS 502 819

Trauth, Denise M. Huffman, John L.

The Pacifica Case: The Supreme Court's New Regulatory Rationale for Broadcasting.

Pub Date-Nov 79

Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Broadcast Industry, *Censorship, Communication (Thought Transfer), *Court Litigation, *Federal Regulation

Identifiers-*FCC v Pacifica Foundation, *Federal Communications Commission, *Supreme Courts

The rationale for broadcast regulation has undergone some changes over the years. At first, the rationale for such regulation was based on the concept that the airwaves are owned by the public and that the regulatory bodies act as agents for the public in controlling what is transmitted. In 1943, the United States Supreme Court built a rationale for regulation based on the limited radio frequency spectrum. This scarcity rationale later evolved into a preferred position rationale which said that once the scarcity rationale was applied, existing broadcasters are in a preferred position over others who might wish to enter the field and this alone could become the basis for regulation. In the FCC v. Pacifica Foundation'' case, the Supreme Court articulated a new rationale: the pervasiveness of the broadcast media. This was taken to mean that the broadcast media have established a uniquely pervasive presence in the lives of all Americans and that broadcasting is uniquely accessible to children. The implications of this rationale are that it allows the Federal Communications Commission to assume a protectionist stance toward regulation that is consistent with trends occurring in other regulatory bodies. (TJ)

ED 184 171 CS 502 847

Chaffee, Steven H.
Mass Media vs. Interpersonal Channels: The Synthetic Competition.
Pub Date-Nov 79
Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Communication (Thought Transfer), *Information Dissemination, *Information Sources, *Interpersonal Relationship, *Mass Media
Identifiers-Communication Research

Some of the major assumptions, empirical inferences, and theoretical linkages that underlie the generalization that interpersonal influence is more efficacious than mass communication in bringing about social change are examined in this paper. The central premise of the paper is that the presumed competition between mass and interpersonal channels is a synthetic one, created by observers who reify ``channel effects'' based on the ways sources of messages, rather than receivers, utilize different channels. The paper argues that people's relative reliance on information from mass or interpersonal channels as a guide to behavior is not strongly modified by channel characteristics and is not a reliable indicator of channel-oriented motivations or preferences. It contends that instead, channel use is determined mostly by structural factors in the organization of a person's information environment. The paper further argues that the sources a person consults for information relevant to a personal decision are determined mainly by their accessibility and by the likelihood that they will contain such information. (FL)

ED 184 285 EC 123 448

Coberly, Lucille

Providing Therapeutic Support Services for Emotionally Handicapped Secondary Students Through Cooperation with a Community Agency.

Pub Date-Aug 78
Note-134p.; Individual Practicum, Nova University; Checklists comprising approximately one third of document have marginal print
Pub Type- Reports - Evaluative (142) - Non-Print Media (100) - Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement, *Agency Cooperation, *Behavior Change, Check Lists, *Emotional Disturbances, Program Effectiveness, Questionnaires, Records (Forms), *School Counselors, Secondary Education, *Therapy
Identifiers-*Special Education Intervention Project

The school programs of 60 secondary level emotionally handicapped students were supplemented with support services provided through a cooperative program developed between the school system and a drug abuse program. Objectives of the project, titled Special Education Intervention Project, were concerned with modifying students' undesirable behaviors and improving academic achievement. Three counselors were hired to provide therapeutic support services. Based on data from behavior ratings and assessment of achievement, it was found that objectives related to a decrease in aggressive, passive or withdrawn, anxious, immature, and inadequate behaviors were achieved. One objective related to other school behaviors was not met. Four of the six objectives for reading and arithmetic achievement were successfully met. Responses from teachers, parents, and students on attitudes questionnaires were favorable regarding the effect of having counselors in the schools. Appended materials include a behavioral checklist, sample record forms, tables with behavior ratings, and sample questionnaires. (SBH)

ED 183 781 CE 024 311

Occupational Equality: Resources for Meeting the Challenge. Fiscal Year 1978-79.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Pub Date-79

Note-72p.

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Curriculum Development, Directories, Displaced Homemakers, Equal Opportunities (Jobs), Inservice Teacher Education, Nontraditional Occupations, Nontraditional Students, One Parent Family, Postsecondary Education, *Program Descriptions, Research Projects, *Resource Materials, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Stereotypes, Student Recruitment, *Vocational Education

Identifiers-New York, Vocational Education Act 1975

Prepared to create awareness of the range of New York State programs, activities, and resources, this directory summarizes VEA (Vocational Education Act)-funded fiscal year 1978-1979 projects that were designed to reduce sex bias, sex stereotyping, and sex discrimination in vocational education. A list of resources developed in New York through VEA grants is also provided. The fifty-two projects or project phases reported include curriculum development, staff inservice training, student recruitment, research and guidance projects, and projects providing vocational programs and services for displaced homemakers and other special groups such as single heads of households lacking job skills, homemakers holding part-time jobs who wish full-time employment, and those seeking employment in nontraditional fields. Project summaries include title, project number, agency, administrator, project director(s), with address and phone number, and brief summary. In the contents, project descriptions are arranged alphabetically by name of applicant agency. (There are twenty-eight.) An index provides access by project title. Selected resources are divided into audiovisuals, workshop materials, reports, newsletters, manuals/guides, activity kits/source books/bibliographies, services, and assessment. The format is title, author or publisher, date of publication, annotation, and availability. (Author/YLB)

ED 183 993 CG 014 206

Heck, Edward J. Lichtenberg, James W.
Counselor Cognitive Complexity Effects on Counselor-Client Interaction Patterns.
Pub Date-Sep 79
Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns, *Cognitive Style, *Counselor Client Relationship, Counselor Performance, Counselor Role, Helping Relationship, Interaction Process Analysis, *Interviews, *Responses, *Verbal Communication

Assuming that counseling is an interlocking system of mutual influence and that the effect of various counselor/client responses on the behavior of the other is probabilistic, then it becomes important to understand what categories of factors contribute to the probabilistic tendencies of counselor and client to respond in different ways. One category of factors potentially affecting differential response patterns, cognitive complexity, was investigated based on the assumption that if counselors and clients differ in their styles of processing interpersonal stimuli, these differences will generate different interaction sequences. Counselor trainees (N 41) were split into two complexity groups through a cluster analysis of five measures of cognitive complexity. Each trainee conducted a counseling interview with two clients responding on the basis of a different cognitive style. Each verbal utterance of counselor and client was classified into one of four interaction process categories. For the sequence of response transitions generated by each counselor/client grouping, transition probabilities were estimated and organized into a transition matrix, then analyzed using chi square. The analyses showed that the complexity level of counselors and clients contribute to different interactional patterns and that these process differences were significant only during the early stages of the interview process. (Author)

ED 184 015 CG 014 244

Wentowski, Gloria J.

Old Age in an Urban Setting: Coping Strategies, Reciprocity, and Personal Networks.

Pub Date-25 Nov 79
Note-24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aging (Individuals), *Behavior Patterns, *Coping, Friendship, Interaction Process Analysis, *Interpersonal Relationship, Life Style, *Networks, *Older Adults, *Social Behavior, Social Exchange Theory, Stress Variables

The interactional aspects of support within social networks of the elderly were investigated with a particular focus on the role which reciprocal exchanges play in defining the nature of the support channeled along the links in the network. The sample consisted of 50 adults, 55-83 years of age, living in an urbanized region of North Carolina. Interviews with the subjects covered several content areas including biographical background, adult biography, current circumstances, and data on the individual's support network. Results indicated that the daily rhythm of the lives of the subjects was founded on relationships of mutual concern and obligation between them and their kin, their friends, and their neighbors. Whatever form the relationship took (dyad or group), the support given centered around three main areas: (1) provision of goods and services contributing to daily functioning and household management; (2) provision of emotional support; and (3) special services supplied during times of crises or exceptional stress. (Author/HLM)

ED 184 038 CG 014 283

Blai, Boris

Mental Health Is Served by Research.

Pub Date-80
Note-18p.; Best copy available.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counselors, *Federal Programs, Health Programs, *Individual Development, *Mental Disorders, *Mental Health, *Psychopathology, Researchers, *Research Methodology, State of the Art Reviews
Identifiers-*National Institute of Mental Health

For more than 35 years the National Institute of Mental Health (NIMH) has been the nation's major instrument of support for research in mental health. The yield from this ongoing research effort has been substantial, with a substantive increase of information about the causes, treatment, and prevention of mental illness as well as the factors that help foster good mental health. The research has been marked by several trends including: (1) a shift away from oversimplified theories about the development of mental illness; (2) the importance of genetic factors and the effect of drugs on behavior; (3) methodological advances in quantifying observations and judgments of symptoms and behavior; (4) progress in the field of learning behavior; and (5) a focus on the family as a contributor to the development of mental disorders. (Author/HLM)

ED 184 061 CS 005 282

Flippo, Rona F.

The Need for Comparison Studies of College Students' Reading Gains in Developmental Reading Programs Using General and Specific Levels of Diagnosis.

Pub Date-79

Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Comparative Analysis, *Developmental Programs, Diagnostic Teaching, Postsecondary Education, Program Effectiveness, Reading Achievement, *Reading Diagnosis, *Reading Programs, *Reading Research, Reading Skills, *Reading Tests, Remedial Reading, Test Validity

Identifiers-*Nelson Denny Reading Test, *Stanford Diagnostic Reading Test

A study was conducted to measure the effect and compare the results of developmental reading instruction for college students as prescribed from the specific results of a diagnostic reading test and a general, more traditionally used, survey reading test. The sample consisted of 226 students enrolled in different sections of a reading course required at the University of South Carolina for students with low Stanford Achievement Test scores. All students received two hours per week of classroom instruction. Experimental and control treatments were provided by graduate assistants for one hour of lab time each week. Individual prescriptions for lab instruction were written for the experimental students based on information from the subtests of the Stanford Diagnostic Reading Test only. Only the information from the subtests of the survey instrument, the Nelson-Denny Reading Test, was used in writing prescriptions for the control students. The gain in reading was measured by the pretest and posttest differences on both tests. There was a statistically significant difference in the means of the gain scores between the experimental students and the control group on many of the subskills on the Stanford Diagnostic Reading Test. However, the gains on the Nelson-Denny Reading Test did not reflect evidence of a significant difference. (MKM)

ED 183 893 CE 024 521

Career Education Staff Development for Teacher Educators. Final Report, October 1, 1977-September 30, 1978.

Georgia Univ., Athens. Coll. of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70134
Pub Date-1 Sep 78
Grant-G007760066
Note-162p.; Parts of the appendixes will not reproduce well due to small, light print. For related documents see ED 132 284 and ED 138 786.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Career Education, Conferences, *Demonstration Programs, *Faculty Development, Followup Studies, *Fused Curriculum, Models, Participant Satisfaction, *Program Effectiveness, Teacher Attitudes, *Teacher Education, Teacher Participation
Identifiers-Education Amendments 1974, University of Georgia

A College of Education, University of Georgia, project attempted to demonstrate the portability of the Georgia Model containing materials suitable for use in staff development for career education through conferences, provision of materials on the Georgia Model, and followup visits to participants. After studying the model, about 150 faculty members from approximately fifty teacher education institutions were to demonstrate their ability to formulate plans and strategies to infuse career education concepts into their preservice teacher education programs. Evaluation consisted of pre-post conference administration of a Career Education Opinionnaire, immediate conference participant feedback, and followup visit evaluation of participant career education activities. Results of the Career Education Opinionnaire indicated and increased understanding of and involvement in career education but only slight variation in perceptions of career education and integration problems. Participant feedback on the conferences was positive. During the followup visits, interivewers found that the majority of conference participants (73%) were significantly involved in implementing career education concepts into their programs. Findings of the third-party evaluation showed high participant ratings for model clarity, helpfulness, and appropriateness. A major negative observation concerned inadequate provision for differences in participant experiences and attitudes. (Project materials are provided in extensive appendixes.) (YLB)

ED 183 932 CE 024 615

Beach, David P.

Preliminary Development of an Effective Work Competencies Guidance/Instruction System.

Pub Date-9 Apr 80

Note-18p.; Appendix C will not reproduce well to to poor print quality. Presented at the American Educational Research Associatio Annual Meeting (April 9, 1980, Boston, MA).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, Affective Measures, *Career Counseling, *Disadvantaged Youth, Individualized Instruction, *Instructional Development, *Job Skills, Vocational Education, *Work Attitudes

Identifiers-Affective Work Competencies Inventory

Using a population of 126 disadvantaged youth enrolled in Comprehensive Employment and Training Act (CETA) programs, the goal of a study was to develop an instructional model and guidance system based on critical affective work competencies previously identified by Kazanas and others. Participants were carefully reviewed with respect to a number of variables including background, aptitude, attitude, and ability prior to the development of an individualized training format for each student. A profile feedback system was designed and utilized to provide inventory results and guidance information for each participant and counselor. Three of the seven participating CETA sites were selected to utilize each of two critical affective work competency modules: the Pleasant/Orderly/Cheerful module and the Neat/Orderly/Personal Appearance/Manner module. The remaining site served as a control group. Pre- and post-test scores on the Affective Work Competencies Inventory (AWCI) were subjected to multiple regression procedures. Since both module treatments produced results significant at the .001 level, it was concluded that for the disadvantaged youths studied, awareness of desirable work habits, attitudes, and values was significantly higher than for those who had not completed the Affective Work Competencies training module. Utilization of Competency-Evaluation Profile, a computer printout feedback form, was also shown to provide supplemental career guidance for those completing the AWCI. A copy of the AWCI is appended. (MEK)

ED 183 970 CG 014 161

Families and Public Policies in the United States. Final Report of the Commission.

National Commission on Families and Public Policies, Washington, D.C.

Spons Agency-Office of Human Development Services (DHEW), Washington, D.C.

Pub Date-78

Grant-18-P-90536/3-01

Note-117p.

Available from-National Conference on Social Welfare, 1730 M Street, N.W., Suite 911, Washington, DC 20036 ($5.00).

Pub Type- Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age, *Child Rearing, Conferences, Education, Family (Sociological Unit), *Family Problems, *Futures (of Society), *Human Dignity, *Public Policy, Social Problems, *Social Services

Identifiers-*Aging (Individuals)

This report, resulting from presentations at the 105th Annual Forum of the National Conference on Social Welfare in May 1978 in Los Angeles, California, outlines the interactions between families and society in America. It emphasizes the importance of creating social supports that will assist and strengthen families in their efforts to fulfill expected functions successfully for themselves and for the benefit of society. Additionally, the report focuses on changes in family structure and functions that are generating widespread concern, and examines and recommends public policies that could be established or modified to address areas of concern such as childrearing, physical and emotional health, employment and financial needs, education, social services, and aging. (Author/HLM)

ED 184 127 CS 205 434

Winterowd, W. Ross McElderry, Bruce R.

From Classroom Practice into Psycholinguistic Theory.

Pub Date-Mar 80

Note-17p.; Paper presented at the Annual Meeting of the University of Wisconsin Milwaukee Linguistics Symposium (9th, Milwaukee, WI, March 7-8, 1980)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Theories, Higher Education, *Inservice Education, *Language Acquisition, Learning Laboratories, Learning Processes, *Learning Theories, *Program Design, Secondary Education, Second Language Learning, Teaching Methods, *Writing (Composition), Writing Skills

Identifiers-*Composition Process

After a brief discussion of the concepts underlying the design of a high school district's composition program that emphasizes teacher inservice preparation and writing as process rather than product, this paper develops a theory of learning language skills similar to that used in learning a second language. A distinction is drawn between language acquisition as a natural, holistic, unconscious process and language learning as an extensive, carefully planned process implementing rules, algorithms, paradigms, and programmed exercises. The classroom is described as both a workshop where composition skills are acquired through prewriting, writing, and rewriting and as a laboratory where editing skills are learned. A modified version of Stephen Krashen's monitor theory of second language acquisition is discussed as well as its application in an ongoing study of freshman composition students at the University of Southern California. (AEA)

ED 184 194 EA 012 152

Seidel, Andrew D., Ed. Danford, Scott, Ed.

Environmental Design: Research, Theory, and Application. Proceedings of the Annual Conference of the Environmental Design Research Association (10th).

Environmental Design Research Association.

Pub Date-79

Note-448p.

Available from-Environmental Design Research Association, P.O. Box 23129, L'Enfant Plaza Station, Washington, DC 20039 ($20.00).

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Architectural Research, *Building Design, Children, College Housing, Correctional Institutions, *Design, Disabilities, *Energy Conservation, *Environment, *Environmental Research, Housing, Older Adults, Perception, Research Methodology, Research Utilization, Social Problems, Technology, Urban Environment

The assembled collection contains research reports (with an abstract) and, in many cases, abstracts only of unpublished papers grouped under the following topics in environmental design: (1) perception and preference, (2) social-environmental issues, (3) urban environments, (4) housing and residential environments, (5) theory, (6) research methodology and design methods, (7) designer-researcher collaboration and research utilization, (8) children and the environment, (9) design and the handicapped, (10) elderly and the environment, (11) student residences, (12) correctional environments, (13) technical issues, and (14) additional issues. An author index is included. (MLF)

ED 184 218 EA 012 531

Norman, O. Gene, Comp.

Junior High School and Middle School: A Selected Bibliography.

Indiana State Univ., Terre Haute. Library.
Pub Date-79
Note-9p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, *Curriculum, *Junior High Schools, *Middle Schools, *Students

This bibliography of junior high schools and middle schools contains a large general section on topics like planning guidelines and research. More specific sections list publications on students and curricula. (LD)

ED 184 243 EA 012 562

Ortiz, Flora Ida

The Structure of Educational Administration in Public School Organizations.

Pub Date-Apr 80
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Organization, Assistant Principals, *Career Ladders, *Educational Administration, Educational Research, Elementary Secondary Education, Interpersonal Relationship, Interprofessional Relationship, Interviews, Minority Groups, Observation, *Occupational Mobility, *Organization, Power Structure, Principals, Specialists, Supervisors, *Vertical Organization, Work Environment

This study looked at the occupational positions that constitute educational administration and analyzed how they are characterized and structured. Data were collected between September, 1974, and April, 1979, principally from southern California school districts. The method of data collection was ethnographic observation in schools and interviews with 350 school administrators and other school personnel. Inspection of documents provided information regarding official job descriptions and expectations. Results indicated that the broadest structure encompassing educational administration consists of three parts: white males administering and managing adults, women instructing children, and minorities directing and containing other minorities. Each of these structures is composed of positions that lead to specific careers. The structures contribute to the perpetuation of the present system. Each of the positions can be further characterized by its hierarchical placement, its organizational space (consisting of differing working environments), its opportunities to develop intensive and extensive interpersonal relationships, and its activities. Moreover, the posts within each of the groups differ in their degree of opportunity and power. (Author/JM)

Bikson, T. K. And Others
The Impact of Interactive Classroom Television Systems on the Educational Experiences of Severely Visually Impaired Students.
Rand Corp., Santa Monica, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report NO.-Rand-R-2395-HEW
Pub Date-Sep 79
Contract-OE-300-75-0123
Note-217p.
Available from-The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($7.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Achievement, *Classroom Environment, Communications, Educational Equipment, Elementary Education, Exceptional Child Research, *Instructional Innovation, Program Evaluation, *Social Development, Student Participation, *Television, *Visual Impairments, *Visual Perception

A 3 year evaluation report is presented on an Interactive Classroom Television System (ITCS), which creates a visual classroom environment for partially sighted elementary school students (study N 24) using the magnification, brightness, and contrast capabilities of television cameras and monitors. It is explained that the system allows teachers and their partially sighted students to be in continuous two way communication with each other. Results are identified in four areas: (1) academic achievement examination of standardized test scores showed significant improvement in both reading and mathematics during all 3 project years; (2) achievement related visual skills students made strong progress in visual motor integration but were unable to close the gap, and only second year participants made substantial gains in visual sequential memory (gains in both areas were among the younger students primarily); (3) psychosocial assessments some positive change in the areas of self esteem, peer affiliation, and peer attachment; and (4) classroom behavior observations determined that students spent nearly half their time using the ICTS and that nearly all off the classroom time was spent on task behavior. Recommendations for further research and three policy suggestions are included. Excerpts from teachers' logs and cost analysis information are appended. (PHR)

ED 184 083 CS 005 328

Butler, Dorothy Clay, Marie

Reading Begins at Home: Preparing Children for Reading Before They Go to School.

Report NO.-ISBN-0-86863-267-8
Pub Date-79
Note-43p.
Available from-Heinemann Educational Books, Inc., 4 Front St., Exeter, NH 03833 ($4.95 paper)
Pub Type- Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-*Beginning Reading, Bibliographies, *Family Environment, Library Services, *Parent Child Relationship, Parent Influence, *Parent Participation, *Prereading Experience, Preschool Children, Preschool Education

Directed to parents of preschool children, this booklet suggests that well-prepared children seldom fail to learn to read and recommends that parents prepare their children for reading by providing one-to-one learning situations. The book is divided into sections that describe learning experiences at home when parents read themselves and offer their children help with letter recognition and consistent encouragement; reading experiences provided by libraries, with more direct instruction in sight reading games; and typical questions parents ask about the reading process. An annotated booklist for parents and children makes up the final section. (AEA)

ED 183 743 CE 024 129

Kerwin, Michael A.

Development of an Instrument to Measure the Teaching Behavior of Adult Educators.

Piedmont Technical Inst., Roxboro, N.C.

Pub Date-Feb 80

Note-31p.; Paper presented at the Lifelong Learning Research Conference (College Park, MD, February 1-2, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Adult Educators, *Adult Learning, *Attitude Measures, *Behavior Rating Scales, Continuing Education, Instruction, Student Attitudes, *Student Evaluation of Teacher Performance, Student Participation, Student Teacher Relationship, Teacher Behavior, *Test Construction, Two Year Colleges

Identifiers-*Andragogy, Knowles (Malcolm S)

The Educational Development Questionnaire (EDQ), a 60-question rating scale, was designed to measure the teaching behavior of adult educators in terms of Malcolm Knowles' descriptions of andragogical (self-directed) and pedagogical learning processes. The EDQ was first used during 1978 winter classes by 961 students who rated the teaching behavior of 74 randomly selected instructors at four North Carolina two-year colleges. Factor analysis yielded seven factors which accounted for 25% of the total variance: student involvement, instructor control, distrust and detachment of the instructor, professionalism, counseling, individual inattention, and organization. All factors with the exception of student involvement had been identified in previous adult education research as dimensions of student-perceived teaching behavior. Identification of aspects of student involvement in the design and operation of educational programs as a separate factor is particularly significant, since this is a primary difference in Knowles' concepts of andragogy and pedagogy. A second phase of the analysis determined that students perceived more controlling behaviors or conditions in curriculum classes than in continuing education classes. Further research using the EDQ or a modified questionnaire including student involvement items and a broader sample of educators may lead to a clearer difference between teaching behaviors of the two groups. The EDQ may also help improve adult teacher self evaluation. (MEK)

ED 183 764 CE 024 223

Selected Bibliographies and State-of-the-Art Review for Communicable Diseases Control. Volume 1: Communicable Diseases and Health Planning References. International Health Planning and Reference Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50090

Pub Date-79

Contract-282-77-0128

Note-79p.; For related documents see CE 024 224-237.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies, *Communicable Diseases, *Developing Nations, *Disease Control, Health Education, Health Programs, *Health Services, Immunization Programs, Literature Reviews, National Programs, *Program Development, *Program Evaluation, Public Health, Vocational Education

Identifiers-*Epidemiology

Intended as a companion piece to volume 1 in the Methods Series, Communicable Disease Control Planing (CE 024 229), this first of six volumes in the International Health Planning Reference Series is a combined literature review and annotated bibliography dealing with communicable disease control in developing countries. The review identifies literature relevant to program planning and evaluation and distills from it the most workable planning and evaluation methods, the required data and data collection methods, and the pitfalls most likely to be encountered. Specific topics include reasons for planning health programs, planning methods, and evaluation. One section also extracts highlights about many of the diseases discussed in the accompanying manual. The 112 references included in the review are contained in the bibliography. The format for each entry is author, title, source or publisher, date of publication, and annotation. (YLB)

ED 183 799 CE 024 346

Jesser, David L.

Statewide Leadership in Implementing Career Education. A Final Project Performance Report, August 20, 1977-August 19, 1978.

Council of Chief State School Officers, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70070
Pub Date-78
Grant-G0077C0064
Note-206p.; Some pages in the appendix will not reproduce well due to small and broken type. For related documents see CE 024 347-348, ED 132 284, and ED 138 786.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Communications, Federal State Relationship, *Improvement, Information Dissemination, *Leadership, *Professional Development, Program Implementation, *State Officials, Statewide Planning, Technical Assistance
Identifiers-Education Amendments 1974

A project conducted by the Council of Chief State School Officers was designed to meet the following objectives: (1) to maintain, develop, and further improve the communication system so that essential information relating to career education might be more effectively communicated between and among the states and extra-state jurisdictions and federal agencies, and national organizations; and (2) to develop and operate a delivery system that will provide professional growth opportunities and technical assistance for state directors/coordinators of career education. Several committees and task forces were organized to provide leadership and guidance in carrying out the project objectives. Dissemination activities included a newsletter, teleconferences, and special bulletins. Throughout the project liaison activities were maintained with appropriate federal agencies and national organizations. A staff development training session, Planning to Implement Career Education,'' was conducted and evaluated (see CE 024 348). Only two problems were identified: (1) a delay in receiving the grant award for the project; and (2) inability (because of travel restrictions or lack of funds) of state directors/coordinators to attend some of the meetings and conferences. However, it was noted that these problems did not have a major impact on the project objectives. (Appendix B materials are available as separate documents see Note). (BM)

ED 183 838 CE 024 403

Military Curricula for Vocational & Technical Education. Materiel Facilities Specialist, 19-1.

Air Force Training Command, Lowry AFB, Colo.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Note-596p.; Not available in paper copy due to small, light type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Course Descriptions, *Data Processing, Equipment, Equipment Storage, *Facility Inventory, High Schools, Learning Activities, Postsecondary Education, Programed Instructional Materials, Semiskilled Occupations, *Storage, *Supplies, Textbooks, Vocational Education, *Warehouses
Identifiers-Military Curriculum Project

These programmed student texts for a secondary-postsecondary-level course for a materiel facilities specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the sixty-three-hour course is to provide knowledge in the physical handling of supplies and equipment, particularly in receiving, preparing for storage, storing, segregating, maintaining inventory, delivering, and preparing for shipment. The course consists of four subject matter blocks: Introduction (2 lessons, 5 hours), Data Processing (6 lessons, 12.5 hours), Storage Functions (7 lessons, 23 hours), and Materiel Processing (7 lessons, 23.5 hours). Printed teacher materials are limited to a course chart indicating lesson topics and instructional hours. Student programmed texts contain objectives, informative materials, review exercises, and answers. (YLB)

ED 183 856 CE 024 423

Gardner, David C. And Others
Upholstery Dictionary 2. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-74p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, *Furniture, Individual Instruction, Instructional Materials, Learning Disabilities, *Remedial Instruction, *Repair, Secondary Education, Semiskilled Occupations, Small Group Instruction, Trade and Industrial Education, Vocabulary, *Vocabulary Development
Identifiers-Project HIRE, *Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Upholstery series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains five lessons: (1) Filling, (2) Undercovering and Cotton Batts, (3-4) Applying Finish to Frame, and (5) Fabric Layout and Cutting. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 422 and CE 024 424. An accompanying teacher's manual is available separately as CE [illegible]4 421. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See note for the other series.) (YLB)

ED 183 912 CE 024 559

Taylor, Sally And Others

Horticulture Therapy Curriculum Development. Final Report.

Edmonds Community Coll., Lynwood, Wash.

Spons Agency-Washington State Commission for Vocational Education, Olympia.

Pub Date-Dec 79

Note-56p.; Not available in paper copy due to light and broken type.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Allied Health Personnel, Community Colleges, Community Involvement, Course Descriptions, Course Objectives, *Curriculum Development, Disabilities, *Horticulture, Human Services, Interdisciplinary Approach, Literature Reviews, Needs Assessment, Program Development, Rehabilitation, *Retraining, *Student Certification, Student Interests, *Therapy

Identifiers-Edmonds Community College WA

This final report includes two major components: a narrative describing a project at Edmonds Community College, Washington, to develop a horticultural therapy curriculum and descriptions of six courses developed or revised during the project. The narrative reports the development of a supplementary interdisciplinary certification program to train individuals already working in the horticulture and human services areas through the cooperation of the horticulture and social and human services departments. Procedures included a literature review, personal contact with authorities in the field, and community involvement at a symposium. Results of needs evaluations (of students and agencies) conducted at the symposium and a third-party evaluation are also discussed. An appendix presents the course descriptions for the new and revised courses, entitled (1) Survey of Disabling Conditions, (2) Methods in Therapeutic Teaching, (3) Horticulture Therapy, (4) Symposium in Horticultural Therapy, (5) Seminary in Horticulture Therapy, and (6) Sign Language. Each is described on a course proposal form including all or some of the following information: title, prerequisites, credits, catalog description, course objectives, required texts, and course outline. Other appendixes provide survey forms, outline of the certification program, and mailing lists. (YLB)

ED 183 951 CE 024 752

Zwillinger, Steven W. And Others
Competency Based Vocational Education.
Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Note-14p.; Paper presented at the International Learning Technology Congress and Exposition (3rd, Washington, DC, February, 1980).
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, *Competency Based Education, *Educational Research, Educational Trends, Federal Programs, *Minimum Competency Testing, Research Projects, *Vocational Education

Due to an increased awareness of the need for accountability in vocational education, much attention is being focused upon competency-based vocational education. The U.S. Office of Education is supporting work for the development of competency measures for vocational skill areas. Two occupational competency tests in each of seven areas will be developed, reviewed, field tested, and validated to ensure their effectiveness. These tests are available to all states that wish to utilize them. Many features of competency-based testing procedures offer advantages over other methods. These advantages include being free from sex bias and race bias. The identification of competency requirements for occupational areas is a process which requires a great deal of care. Competency-based vocational education will be an increasingly important component in educational programs. The Bureau of Occupational and Adult Education supports and encourages its use. (Author)

ED 184 039 CG 014 284

Gade, Eldon M. Cory, Mark

The Vocational Interests of Young Unwed Mothers.

Pub Date- 78

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Career Choice, *Career Planning, Comparative Analysis, Decision Making, Females, *Illegitimate Births, *Individual Differences, Pregnant Students, Research Projects, *Unwed Mothers, *Vocational Interests, Youth

Identifiers-*Kuder Preference Record Vocational

The vocational interest patterns of young unwed mothers were investigated by comparing the scores of a sample of unwed mothers with percentile averages from a national norm group. The interest differences of mothers who gave up their babies and mothers who kept their babies were also examined. Subjects were 53 young unwed mothers enrolled in a residential-type educational program in a family institute. Each participant was administered the Kuder Preference Record-Vocational. When compared to the national norm group, the subjects were above average on the Outdoor, Artistic, and Social Service scales. Young women who kept their babies scored higher on the Social Service scale and lower on the Scientific scale than those who gave up their babies. (Author/HLM)

ED 184 172 CS 502 848

Virts, Paul H.

Trends in the Regulation of Religious Broadcasting.

Pub Date-Nov 79

Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Broadcast Industry, *Federal Regulation, *Programing (Broadcast), *Religious Organizations, Trend Analysis

Though the government only regulates religious broadcasting directly by issuing licenses for stations owned by religious groups or operated for religious purposes, it indirectly affects a large number of religious programers who do not own stations. Also, the courts and the Federal Communications Commission (FCC) have seldom dealt with cases as basically religious issues but have viewed them as involving other basic issues in broadcasting. The first historical basis of regulation of religious broadcasting was in regard to the rights of religious groups to use the air waves to propagate their beliefs. Generally regulations have required that religious broadcasters adhere to frequency regulations and not attack individuals unfairly. The FCC has refused to force individual stations to broadcast specific religious programs. A second basis of regulation has been the fairness doctrine, which has generally been applied to religious broadcasters in the same way it has been applied to other broadcasters. The third basis for regulation has been institutional issues including employment rules and finances. In the future, religious programers can expect the government to continue to examine their fund-raising activities, employment practices, and adherence to the fairness doctrine. (TJ)

ED 184 219 EA 012 532

The Declining Enrollment Project. An Anthology of New Jersey State Department of Education Research on Declining Enrollments.

New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.

Pub Date-Sep 78

Note-66p.; Occasional pages may not reproduce clearly.

Pub Type- Reports - Research (143) – Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Costs, *Declining Enrollment, Educational Policy, *Educational Research, Elementary Secondary Education, Enrollment Trends, Financial Problems, *Retrenchment, School Districts, State Aid, *State Legislation

Identifiers-*New Jersey

This anthology of articles investigates and analyzes problems related to declining enrollment with emphasis on the state of New Jersey. It is intended to provide assistance to local New Jersey school districts in managing and preparing for enrollment decline. The first chapter provides an overview of declining enrollments in New Jersey and touches on the effects of declining enrollment on finance, personnel, facilities, and management. The second chapter explores patterns of enrollment fluctuation in New Jersey school districts from 1966-67 to 1976-77, concluding that enrollment decline has hit some areas of the state and some types of districts more severely than others. The third chapter outlines the policy options open to the states in responding to decline and reviews the changes in state-aid formulas that 19 states have made as a result of decline. In chapter 4 some ways of dealing with surplus facilities produced by declining enrollment are briefly reviewed. (Author/JM)

ED 183 725 CE 023 613

Entry into Nursing Practice. Presentations Made at the Spring 1979 Meeting of the Council on Collegiate Education for Nursing.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-79

Note-85p.

Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($4.00)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Certification, Conference Papers, *Degrees (Academic), Entry Workers, *Higher Education, Nurses, Nursing, Nursing Education, Standards

Identifiers-Couqcil on Collegiate Education for Nursing

This publication includes six papers presented at the 1979 meeting of the Council on Collegiate Education for Nursing. Specific presentations made were (1) Entry into Practice: History, Trends, and Issues, by Virginia Barker; (2) The Appropriate Preparation for Licensure Is the Associate Degree, by Virginia Allen; (3) The Appropriate Preparation for Licensure Is the Baccalaureate Degree, by Billye Brown; (4) The Appropriate Preparation for Licensure Is the Graduate Degree, by Marjorie Ramphal; (5) Registered Nurses as Caregivers at Veterans Administration Medical Center, San Antonio, Texas by Marguerite Burt; and (6) Entry into Practice from the Perspective of a State Board of Nursing, by Helen Pat Keefe. Also included is a summary of the council's activities and regional nursing projects' activities since 1976. (LRA)

ED 183 821 CE 024 380

Military Curricula for Vocational & Technical Education. Light Frame Construction I.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-May 75

Note-243p.; Small type in diagrams will not reproduce well. For a related document see CE 024 381.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Behavioral Objectives, *Building Trades, *Construction (Process), Course Descriptions, Criterion Referenced Tests, Curriculum Guides, High Schools, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Teaching Guides, *Trade and Industrial Education, *Woodworking

Identifiers-Military Curriculum Project

This training manual for a secondary-postsecondary-level course in light frame construction I is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the fifty-hour course is for students to develop the skills required [illegible] basic substructure framing, wall framing, and roof framing. The outline of instruction, which suggests number of hours of classroom instruction and shop devoted to each course objective, is based on the following outline: sills and girders, floor joists and solid bridging, subfloors and wall plates, wall members, ceiling and roof construction, gable and studs, and course summarization. The instructor guide lists objectives, texts, references, tools, equipment, materials, training aids, and training aid equipment. Lesson plans for each section contain instructional materials, objectives, criterion tests, homework, and instructor and student activities. Job sheets for use as student handouts include references, tools and equipment, and procedures for performing the tasks. Required chapters from a recommended text are provided. A second text, commercial references, films, and transparencies are suggested. (Light frame construction II course is available see Note.) (YLB)

ED 183 875 CE 024 495

Malak, Sharon And Others

Career Education Measurement Handbooks. Assessing Experiential Learning in Career Education. Research & Development Series No. 165.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-NE-C-00-3-0079
Note-123p.; For related documents see CE 024 496-499.
Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($7.75; $30.00 for complete set).
Pub Type- Guides - Non-Classroom (055).

EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Guides, *Career Education, *Educational Assessment, *Evaluation Methods, *Experiential Learning, Guidelines, *Measurement Techniques, Opinion Papers, Postsecondary Education, Program Development, Program Implementation, Secondary Education

This document is the first volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. Divided into eight chapters, this handbook provides practical guidelines for assessing experiential learning and includes historical and theoretical information relevant to experiential learning. The introduction found in chapter 1 presents the rationale, organization, and suggestions for using the handbook. Chapter 2 provides an overview of experiential learning and explains some key contrasts between it and traditional learning. Chapter 3 presents several viewpoints of persons who have had experience in the assessment of experiential learning activities on the secondary level. Chapter 4 describes the methods most frequently used to assess various components of experiential learning programs. Chapter 5 presents viewpoints of persons with experience in postsecondary experiential programs. Guidelines for use in planning, implementing, and reviewing programs are included in chapter 6; and chapter 7 provides a quick index to the major concepts addressed by each of the writers in chapters 3 and 5. The final chapter suggests resources to aid in the further study of assessment in experiential learning and to help with the development and operation of a program. (BM)

ED 184 016 CG 014 245

Perreault, Gerri

Futuristic World Views: Modern Physics and Feminism. Implications for Teaching/Learning in Higher Education.

Pub Date-18 Oct 79
Note-32p.; Paper presented at the Annual Conference of the World Future Society (2nd, Minneapolis, MN, October 18-21, 1979)
Available from-Minnesota Women in Higher Education, 3224 Harriett Avenue South, Minneapolis, MN 55408 ($2.50)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, College Students, *Educational Change, Educational Improvement, *Feminism, *Futures (of Society), *Global Approach, Higher Education, *Instructional Improvement, Interdisciplinary Approach, Perspective Taking, *Social Change, State of the Art Reviews, Teaching Styles

Modern physics and feminism are two seemingly disparate areas of human endeavor that pose important alternatives to and transformations of contemporary world views. Modern physics is a radical shift from the world view of classical physics, and feminism is a radical shift from the world view of patriarchy. Both emphasize interrelatedness and interconnectedness, wholeness and oneness, inseparability of observer and observed, transcendence of the either-or dichotomy, dynamic and organic processes, and the relativity of time. Congruence with these changes in world view calls for a number of changes in higher education, including an emphasis on the interconnectedness and interdependence of people and the planet, a linking of education to experience, an interdisciplinary context, a perspective of both students and knowledge as continually evolving, a balance of rational and intuitive ways of knowing, and recognition of the inseparability of knower and known. (Author)

ED 184 062 CS 005 294

Hodges, Carol A.

Reading Comprehension Instruction in the Fourth Grade: A Tale of Three Methods.

Pub Date-79

Note-17p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Organization, Classroom Observation Techniques, *Content Area Reading, Elementary Education, Grade 4, *Observation, Questionnaires, *Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, Teacher Attitudes, *Teacher Behavior, Teaching Methods

A study was undertaken to document, through data gathered from surveys, interviews, and observations, the approaches fourth grade elementary school teachers were using to teach reading comprehension. The study focused on the actual teacher behaviors, methods, and materials rather than on what reading methods, texts or basal series' manuals said should be done. The sample population consisted of 44 fourth grade teachers in public schools in East Central Illinois, who received questionnaires. Eight of the teachers who responded were randomly selected to be interviewed; another eight were selected for a three-day observation of their classroom instruction in reading and social studies. Four members of this latter group were also interviewed. Findings indicated that the majority of the teachers viewed the oral or silent reading of basal series followed by oral questions as the best way to reach their main teaching goal literal comprehension. Social studies teachers did not consider teaching the children how to read content material. While the majority of teachers who participated believed that comprehension was important to reading, they were uncertain about what comprehension and comprehension instruction entailed. Comprehension seemed to be approached from the point of view of a series of skills to be mastered separately. (MKM)

ED 184 084 CS 005 329

Douglass, Malcolm P., Ed.

Claremont Reading Conference Forty-third Yearbook: Reading in the Year of the Child. Proceedings of the Claremont Reading Conference (46th, Claremont, California, January 19-20, 1979).

Claremont Graduate School, Calif.

Pub Date-79

Note-206p.

Available from-Claremont Reading Conference, Harper Hall 203, Claremont Graduate School, Claremont, CA 91711 ($8.50 plus $0.75 for handling)

Pub Type- Books (010) - Collected Works - Proceedings (021) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Childrens Literature, Elementary Secondary Education, Foreign Countries, Language Skills, *Learning Modalities, Learning Processes, Mainstreaming, Reading Improvement, *Reading Instruction, Reading Research, *Reading Skills, Teaching Methods, Writing Skills

The articles in this collection approach the theme Reading in the Year of the Child'' in a variety of ways. The topics covered in the 23 articles include the following: the school as a center for human development; mainstreaming across nations; mainstreaming and the learning disabled child; a Jungian perspective on reading behavior; the arts and reading; cognition, language, and color; reading in Hawaii; reading instruction in Denmark; personalized learning; moral dilemmas in children's literature; the why of how to teach reading; questioning strategies to develop thinking skills; active comprehension of short stories; writing as a tool for learning and understanding; teaching to preferred modalities; the role of authoritative discipline in the development of independence and reading competence; the influence of cognitive style on reading; and state regulations for the preparation of reading teachers. Notes on the contributors are appended. (FL)

ED 184 106 CS 005 358

Allan, Karen Kuelthau

The Development of Young Children's Metalinguistic Understanding of Letter,'' Word,'' and Sentence.''

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-WRDCIS-TR-531
Pub Date-Dec 79
Grant-OB-NIE-G-80-0117
Note-274p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Beginning Reading, *Decoding (Reading), Developmental Stages, Early Childhood Education, Reading Ability, Reading Readiness, Reading Research, *Reading Skills, *Recognition (Psychology), *Sentences, *Word Recognition, Young Children
Identifiers-*Metalinguistics

The development of children's metalinguistic understanding of the basic unit of reading the word was examined. Subjects were 45 children from preschool, kindergarten, and first grade who were reclassified according to reading ability (nonreadiness, readiness, reader). The children's understanding of the word as a linguistic segment was measured by their ability to segment aural and visual sentences into words, while their understanding of reading terminology was measured by their performance in recognizing and explaining the terms letter,'' word,'' and sentence.'' ANOVA tests for the children's proficiency on segmentation tasks showed significant differences across grade level and reading ability. Analyses of segmentation errors suggested the use of length and configuration cues on the visual tasks, altered intonation patterns on aural tasks, and the influence of sentence length in both contexts. Significantly more readers/first grade students recognized examples of a sentence than subjects in the other reading ability/grade levels. It was concluded that young children's metalinguistic understanding does exhibit developmental trends. (Author/RL)

ED 184 128 CS 205 437

Robertson, Gladene

A Comparison of Meaningful and Nonmeaningful Content in Computer-Assisted Spelling Programs. S. S. T. A. Research Centre Report No. 51.

Saskatchewan School Trustees Association, Regina.
Pub Date-Apr 78
Note-22p.
Available from-Saskatchewan School Trustees Association Research Centre, 570 Avord Tower, Regina, Saskatchewan, Canada ($1.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Arithmetic, *Computer Assisted Instruction, *Educational Research, Elementary Education, Grade 3, *Remedial Instruction, Spelling, *Spelling Instruction, *Visual Discrimination

Thirty-six third grade students, identified as the poorest spellers in their grade in three schools in Saskatoon (Canada), were selected to participate in a study of computer assisted spelling programs. Two groups used computer assisted spelling programs, one emphasizing meaningful words, the other nonmeaningful words; while a third group used a computer assisted arithmetic program. Findings indicated that compelling children to observe the detail of a sequence appeared to be a useful remedial spelling technique whether the sequence was a meaningful or a nonmeaningful letter sequence or the sequence of a number equation, since all three groups gained an average of 5.6 months over a five-week period. Additionally there was no interaction between treatment and visual sequencing ability. In comparing the pattern of errors made in pretest and posttest situations, no significant difference was found between the three treatment groups. An additional finding was that children who were frustrated with failure in the classroom responded positively to the challenge of computer assisted programs presented on teletype terminals. (MKM)

ED 184 150 CS 502 823

Marlier, John T. Phillips-Madson, Lynda J.

Assessing Needs and Serving Markets: Report of a Survey.

Pub Date-Nov 79

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Communication Skills, *Curriculum Development, Department Heads, *Educational Needs, Educational Research, Higher Education, *Relevance (Education), *Speech Communication, *Student Needs, Surveys

A survey was conducted to gauge the communicative needs of students outside the field of speech communication. Respondents were 120 chairpeople from academic programs in the sciences, social sciences, and humanities. These chairpersons perceived a great need for training in communication skills, but did not perceive speech communication courses as effectively developing the necessary communication skills. The respondents indicated that speech communication courses appeared to concentrate on the development of other than primary skills. They also suggested placing more emphasis on the general and consistent application of communication skills. Skills that respondents thought should be both developed and applied were the abilities to distinguish facts from opinions, to distinguish informative from persuasive messages, and to express and defend one's own point of view. Skills listed as important to both academic and career success were organizing messages for understanding, answering questions effectively, giving concise and accurate directions, summarizing messages, and describing another's point of view. (RL)

ED 184 286 EC 123 463

Schilit, Jeffrey And Others

The Mentally Retarded Offender: Annotated Bibliography.

Florida Atlantic Univ., Boca Raton.

Pub Date-78

Note-26p.; Background may be dark due to grey color of original paper.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, Civil Rights, Correctional Rehabilitation, *Criminals, *Delinquency, Due Process, Etiology, Justice, *Mental Retardation

An annotated bibliography of approximately 150 books and articles on the mentally retarded offender as well as 30 nonannotated entries are provided. Topics covered include such areas as characteristics of mentally retarded delinquents, rehabilitation of the retarded offender, community services for retarded persons, rights of the mentally retarded, etiology of criminal behavior, and insanity as a defense in criminal law. (PHR)

ED 183 994 CG 014 207

Moracco, John McFadden, Hope

Organizational Burnout in Counseling Agencies.

Pub Date-9 Oct 79
Note-13p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Conflict Resolution, Coping, *Counselor Performance, Counselors, Decision Making, *Environmental Influences, *Human Relations Programs, *Human Services, *Organizational Climate, *Professional Personnel, State of the Art Reviews
Identifiers-*Burnout (Organizational)

Burnout is a condition that exacts a heavy toll on organizational effectiveness. Conditions that contribute to burnout in human service organizations are lack of funds, lack of flexibility, lack of decision-making power of middle managers, task overload, little recognition for efforts, and nature of client population. Strategies to prevent burnout include instituting a social-professional support group which can provide opportunities for organizational self-assessment, methods to reduce conflict, feedback and rewards, timeouts for individuals, and screening procedures for new counselors. (Author)

ED 184 195 EA 012 316

How Schools Change. Research Action Brief Number 11.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Educational Change, *Educational Innovation, Educational Research, Program Descriptions

Despite lack of money and time, schools in the eighties are going to make changes. For this reason, educators are being forced to look again at the lessons of the innovations of the seventies. This paper discusses research done on those innovations, both the ones that succeeded and the ones that failed. A discussion of costs is followed by a summary of implications of research. The paper concludes that if educational innovation is going to succeed, educators will need to focus their work and time on communication, training, feedback mechanisms, and teacher support. (Author/LD)

ED 183 782 CE 024 313

Youth Employment Act of 1979, Part 3; Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session on H.R. 4465 and H.R. 4534 (New York, New York on September 17; Philadelphia, Pennsylvania, October 20, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-79

Note-256p.; Photographs and sections of small type will not reproduce well. For a related document see CE 023 580.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Education Work Relationship, *Federal Legislation, Hearings, Job Placement, *Job Training, *Labor Legislation, Labor Utilization, *Unemployment, Vocational Education, Youth, *Youth Employment, Youth Opportunities, Youth Programs

Identifiers-Comprehensive Employment and Training Act, United States, Youth Employment Act 1979

This is a report of hearings held in New York City on September 17, 1979, and in Philadelphia on October 20, 1979, on two federal youth employment bills: H.R. 4465 and H.R. 4534. H.R. 4465 proposes to combine immediate work and training and training opportunities with long-term changes in the institutions and programs which serve youqg people. H.R. 4534, The Full Youth Employment Act, would establish a program of full employment, vocational training, and placement for all young people, ages 16 to 24. Also discussed in this document is H.R. 4536, a bill which would extend the Targeted Jobs Act credit to in-school youth who are between 16 and 18 years old and economically disadvantaged. Testimony is included from sixty-one individuals and groups including the following: (1) in New York City, representatives of the City Human Resource Administration, and the Department of Employment, New York State Division for Youth, and Community Council of Greater New York, The Youth Unemployment Coalition, All-Craft Foundation, and The People's Development Corporation; (2) in Philadelphia, representatives of City Council of Philadelphia, Philadelphia Urban League, Area Manpower Planning Council, Education to Work Council of Philadelphia, Private Industry Council, and Opportunities Industrialization Centers of America. Copies of the bills are not included in this third volume of the hearings. (MEK)

Gallion, Leona M. Kavan, C. Bruce
A Method of Evaluating Shorthand Dictation Tests.
Indiana State Univ., Terre Haute.
Pub Date-8 Apr 80
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 11, 1980).
Pub Type- Opinion Papers (120) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, Grading, *Office Occupations Education, *Scoring, Secondary Education, *Shorthand, Skills, Time, *Timed Tests
Identifiers-*Dictation

In order to determine whether students transcribe the same number of words regardless of the speed of the dictation, dictation tests were administered to students enrolled in beginning Gregg shorthand at the secondary level. Test batteries were administered at three different times throughout the first semester of shorthand instruction. The shorthand ditation tests were all three-minute, vocabulary-controlled tests. The first test battery consisted of two three-minute dictation tests, one each at fifty, sixty, and seventy words a minute. The final test battery consisted of three three-minute dictation tests, one each at sixty, seventy, and eighty words a minute. The findings of the study indicate that students transcribe a similar number of actual words of three-minute dictation tests regardless of the speed of the dictation. (LRA)

ED 183 952 CE 024 753

Implementing Career Education. Master Trainer Workshop Participant's Packet.
California State Dept. of Education, Sacramento.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--554AH80498
Pub Date-80
Grant-60-10000-3-8-195
Note-37p.; For related documents see CE 024 754, ED 140 088-090, ED 145 097, ED 145 248, and ED 173 567-568.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.25)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Elementary Secondary Education, *Inservice Education, Learning Activities, *Planning, Professional Personnel, *Program Development, *Program Implementation, Training Methods, *Workshops

Designed for participants in the master trainer workshop, the purpose of this simulation is to train a cadre of district personnel to conduct similar workshops as part of their district's efforts to implement or expand career education activities. Six activities included in the guide are designed to foster (1) development of a definition of career education, (2) development of career education goals and a ranking of goals in accordance with the priorities of the district, (3) development of individual career education infusion units, and (4) discussion and development of strategies for community involvement. The final activity directs participants to design and develop an action plan for the implementation or expansion of career education in a district or school. (LRA)

ED 183 971 CG 014 166

Phillips, Beeman N.

Research in School Psychology: The Problem and the Promise.

Pub Date-Sep 79
Note-42p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Table 4 is of marginal reproducibility
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Agents, *Childhood Needs, Counseling Theories, *Counselor Role, *Ecological Factors, Elementary Secondary Education, *Environmental Influences, Information Retrieval, Interaction Process Analysis, Research Methodology, *Research Needs, *School Psychologists, State of the Art Reviews, Student Behavior

The role of research in school psychology is discussed. An intervention perspective is developed, and its uses and limitations are analyzed. The author discusses the characteristics of different research strategies and gives examples that illustrate the nature of interaction research and its educational implications. Criteria for evaluating research and its educational relevance are presented, and problems in utilizing research in the schools are described in ecological terms. Finally, these prospective developments are related to the future of school psychology. (Author)

ED 184 040 CG 014 286

Gade, Eldon Gerszewski, Raymond

Type of Residential Living Unit and Male Attitudes toward Working Women.

Pub Date-79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Housing, College Students, Comparative Analysis, Employed Parents, *Employed Women, *Family Influence, Higher Education, Individual Differences, *Males, Political Attitudes, Research Projects, *Sex Discrimination, *Social Bias, Student Attitudes

Differences in the intensity of attitudes toward working women among college males residing in coeducational or all-male dormitories and fraternity houses were investigated by statistical covariation of the factors of liberalism-conservatism in social orientation, classification in school, size of hometown, and role model of a working mother. Subjects completed two instruments, the Radicalism-Conservatism Scale and a modified version of the Attitudes Toward Working Women Scale. Data from the scales revealed that no significant attitudinal differences existed toward working women among any of the men surveyed, nor were social attitudes, undergraduate classification, hometown size, and model of a working mother significant influencers of such attitudes. (Author/HLM)

ED 184 244 EA 012 564

Bruscemi, John N.

Reducing Stress in Classroom Teachers: An Administrative Model.

Pub Date-Nov 79

Note-9p.; Paper presented at the Annual Meeting of the National Middle Schools Association (Dearborn, MI, October 31-November 3, 1979).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Educational Environment, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Organizational Objectives, *Principals, *Stress Variables, *Teacher Administrator Relationship, Teacher Alienation, *Teacher Morale, Teachers, *Teaching Conditions

Although administrators cannot totally eliminate stress in the schools, they can reduce excessive stress that results in an unfavorable and often damaging climate. One method for doing this is to create an atmosphere of calm and order. Such an atmosphere results from defining and formulating objectives, converting those objectives into action, improving staff perception and communication, and continuously evaluating progress. One vehicle for accomplishing these goals is the teacher letter,'' an instrument that allows staff members to study, plan, and evaluate their own professional responsibilities and progress. Very important is improving communication through avoiding unclear and unexpected messages. Other administrative approaches to stress reduction involve maintaining high expectations of staff, good listening techniques, and a systematic and constructive evaluative feedback system. (Author/JM)

ED 184 265 EC 123 331

Anderson, Ellen, Comp. And Others

Project FAITH: Family Assistance for Infants and Toddlers with Handicaps, August, 1975-June, 1978. Final Report.

Longview Independent School District, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 78

Note-85p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Delivery Systems, *Disabilities, Evaluation, *Family (Sociological Unit), *Handicap Identification, Infants, *Parent Participation, Preschool Children, Program Costs, Program Descriptions, Program Evaluation, *Staff Development

Identifiers-*Individualized Educational Programs, *Project FAITH

Narrative descriptions of activities in 10 areas of Project FAITH (Family Assistance for Infants and Toddlers with Handicaps) and results of the 1977-1978 project year evaluation are presented. Cost figures, strategy activities, significant findings, recommendations, personnel responsible, product development information, and continuation plans are provided for each of the 10 following activity areas: (1) child identification, (2) individual assessment, (3) IEP (individualized educational programs) development, (4) individualized instruction, (5) related services, (6) IEP review, (7) parent involvement, (8) service coordination, (9) resource delivery, and (10) personnel development. Evaluative data are categorized into five sections: pupil identification, educational programing, parental involvement, staff development training, and project evaluation. Among five conclusions drawn was that the project fulfilled all objectives and planned actitivies in a satisfactory manner. Evaluation specification charts, a chart of the distribution of students served (by counties), cost analysis data, product development information, and a dissemination activities report are appended. (PHR)

ED 184 287 EC 123 464

Munson, Harold L. Miller, John K.

Mainstreaming Secondary Level Deaf Students in Occupational Education Programs. Final Technical Report (Includes Appendixes A through J).

Rochester Univ., N.Y. Graduate School of Education and Human Development.

Pub Date-Jul 79
Note-892p.; Will not reproduce well in parts.
Pub Type- Reports - Research (143) - Non-Print Media (100) - Tests/Questionnaires (160)
EDRS Price - MF06/PC36 Plus Postage.
Descriptors-*Career Education, *Deafness, Educational Research, Evaluation Methods, *Mainstreaming, *Participant Characteristics, Program Descriptions, Secondary Education, Student Placement, Teacher Attitudes, Teaching Methods

A final report details 10 objectives in a study of mainstreaming secondary level deaf students in occupational education programs. Sections present instrumentation and procedures used in gathering data for each of the following 10 objectives: (1) philosophical views of the programs; (2) profile of the student population; (3) evaluation practices; (4) instructional strategies and methods; (5) articulation and communication; (6) knowledge and attitudes of school personnel toward deafness; (7) social interaction and friendship patterns among the target population; (8) placement practices; (9) followup of program graduates; and (10) reaction, opinions, and experiences of deaf students and their parents participating in the programs. Much of the document consists of appendices such as various interview protocols and schedules for the different objectives, as well as student forms and record sheets. (PHR)

Fraser, Renee White Shani, Hadasa

Selected Bibliographies and State-of-the-Art Review for Environmental Health. Volume 2: Environmental Health References. International Health Planning Reference Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.
Report NO.-DHEW-PHS-79-50091
Pub Date-79
Contract-282-11-0128
Note-192p.; For related documents see CE 024 223-237.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Air Pollution, Annotated Bibliographies, Biology, Developing Nations, *Environmental Influences, Food Standards, Health Conditions, Health Education, Housing, Literature Reviews, Pesticides, *Planning, *Public Health, Radiation, *Sanitation, Vocational Education, *Waste Disposal, Wastes, *Water Resources
Identifiers-Noise Pollution, Occupational Health, Pest Control

Intended as a companion piece to volume 2 in the Method Series, Environmental Health Planning (CE 024 230), this second of six volumes in the International Health Planning Reference Series is a combined literature review and annotated bibliography dealing with environmental factors in health planning for developing countries. The review identifies literature relevant to the areas of clean water supply, wastewater and excreta disposal, treatment of disposal of solid wastes, and pest control (including the use of pesticides). Additional environmental health hazards discussed to a lesser extent are occupational health issues, radiation hazards, air quality, food sanitation, noise, and housing issues. The 462 references included in the review are contained in the bibliography which divides the references into these areas: general environmental health; water; wastewater and excreta disposal; solid wastes; pesticides, pests, and pest control; radiation; occupational health; air quality; food sanitation; noise; and housing. The format for each entry is author, title, source or publisher, date of publication, and annotation. (YLB)

ED 183 839 CE 024 406

Gardner, David C. And Others
Allied Health Teacher's Manual. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-141p.; For related documents see CE 024 117-118, CE 024 407-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, *Allied Health Personnel, Audiovisual Instruction, *Autoinstructional Aids, Dictionaries, Hospitals, Housekeepers, Instructional Materials, Learning Activities, *Learning Disabilities, Mastery Tests, Medical Services, Mild Mental Retardation, Problem Sets, *Remedial Instruction, Secondary Education, Small Group Instruction, Teaching Guides, Vocabulary, *Vocabulary Development, Vocational Education
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Allied Health series is intended to accompany three dictionary booklets (available as CE 024 407-409) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the fourteen lessons in this set. Master'' copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 184 220 EA 012 533

Pupil Progression Plan: Requirements and Procedures.
Duval County Schools, Jacksonville, Fla.
Pub Date-Aug 79
Note-60p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, *Board of Education Policy, *Competency Based Education, Curriculum, Elementary Secondary Education, Exceptional Persons, *Graduation Requirements, State Legislation, *Student Promotion, Transfer Policy, Vocational Education

Florida's Educational Accountability Act of 1976 requires that each school district in the state establish a comprehensive program for pupil progression. The Duval County plan establishes procedures to be followed in matters of promotion, retention or special assignment, and graduation. The plan also outlines promotion and placement within exceptional student education programs. (MLF)

ED 183 726 CE 023 804

De Sanctis, Vincent Paulsmeyer, David L.

The National Advisory Council on Adult Education: A Descriptive Analysis.

Spons Agency-Southern Illinois Univ., Edwardsville.
Pub Date-1 Feb 80
Note-44p.; Paper presented at the Lifelong Learning Research Conference (University of Maryland, College Park, MD, February 1, 1980).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, *Advisory Committees, Educational Policy, Federal Legislation, National Surveys, *Organizational Effectiveness, Policy Formation, *Profiles, *Public Policy, Role Perception, Self Evaluation (Groups)
Identifiers-*National Advisory Council on Adult Education, United States

The National Advisory Council on Adult Education (NACAE) is examined from the perspectives of various adult educators and the Council members themselves. Focus is on three areas: (1) the demographic characteristics of the thirty-seven people who have served on the NACAE since its inception in January, 1971; (2) Council member activities undertaken to meet legislative mandates; and (3) a comparison of how Council members rate their own performance with the ratings done by members of the adult education community. Questionnaires were sent to past and present Council members as well as to key adult educators, such as state directors of adult education and college professors. Based on twenty-one responses, the demographic characteristics of Council members include the following: (1) 70 percent were between thirty-five and fifty-four years old, (2) 68 percent had at least a masters degree while 34 percent possessed a doctorate, (3) income levels are above average, and (4) more than 56 percent are employed as educators. Regarding activities, Council members were unanimous in identifying advisory functions, reviewing guidelines and regulations, and working on legislative proposals as characteristic Council functions. Finally, Council members' ratings on the Council's impact were higher than those of adult educators. The implication of this last finding is that the Council members' perceived impact would be more effective if the Council and a wider base of adult educators were communicating more regularly. (EM)

ED 183 744 CE 024 136

Chitayat, Deanna And Others

A Comparison of Nine Strategies for Disseminating a Counseling Program for Re-entry Women. Special Interest Paper No. 18.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.

Pub Date-Apr 79

Note-19p.

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, Change Agents, Change Strategies, Comparative Analysis, Counseling Services, Counselor Training, *Diffusion, *Educational Innovation, Group Counseling, *Information Dissemination, Nontraditional Students, *Program Implementation, Training Methods, Two Year Colleges, Womens Education

A study examined nine strategies for disseminating The New Occupational Student: Mature Adult Woman,'' a counseling program for re-entry women at thirty-nine two-year colleges in New York State. The major purpose was to determine whether there was a particular service or combination of services that was most conducive to the implementation of the program. Pre- and post-treatment surveys were employed to evaluate the impact of various interventions which offered pretested materials and nine combinations of facilitator services. Results indicated that two treatments (1) Pre-program planning and followup planning and (2) Motivation Advance Process staff training and program planning were the most effective in disseminating the program. Additional conclusions and recommendations are these: (1) two or more days of facilitator services significantly enhance the probability of successful dissemination; (2) a facilitator may not be necessary for staff training if adequate

auto-tutorial materials are made available; however, (3) a facilitator is necessary to assit school personnel in planning innovation; and (4) facilitator services seem to be more effective when an administrator with decision making responsibility is present. A significant improvement over the level of pre-treatment services for the target group was noted, as nineteen colleges were planning to implement a program for counseling reentry women, and sixteen were planning to adopt the program. (MEK)

ED 183 800 CE 024 347

McCaslin, N. L. Adams, Kay Angona
Managing and Evaluating Career Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Council of Chief State School Officers, Washington, D.C.; Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70070
Pub Date-78
Grant-G0077C0064
Note-61p.; For related documents see CE 024 346-348, ED 132 284, and ED 138 786.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Guides, *Career Education, *Evaluation Methods, *Management Development, *Program Administration, *Program Evaluation, Program Implementation, State Officials, Statewide Planning
Identifiers-Education Amendments 1974

This guide was prepared to assist state directors/coordinators of career education in becoming more knowledgeable about management and evaluation. The purposes of the guide are to define managementand identify basic functions, review characteristics of managers, and identify evaluation techniques available to help managers do a better job. The information is divided into seven uqits: (1) What Is Management and Its Associated Functions?; (2) What Are the Characteristics of Successful Managers?; (3) Evaluation Techniques in Planning; (4) Evaluation Techniques in Organizing; (5) Evaluation Techniques in Directing; (6) Evaluation Techniques in Staffing; and (7) Evaluation Techniques in Controlling. Examples are included in all units discussing evaluation techniques. (BM)

ED 183 857 CE 024 424

Gardner, David C. And Others
Upholstery Dictionary 3. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-35p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, *Furniture, Individual Instruction, Instructional Materials, *Learning Disabilities, *Remedial Instruction, *Repair, Secondary Education, Semiskilled Occupations, Small Group Instruction, Trade and Industrial Education, Vocabulary, *Vocabulary Development
Identifiers-Project HIRE, *Upholsterers

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Upholstery series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains two lessons: (1) Applying Final Cover and Welt, and (2) Blind Tacking, Blind Stitching, and Applying Cambrics. The format for each lesson is (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 422 and CE 024 423. An accompanying teacher's manual is available separately as CE 024 421. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 894 CE 024 524

Military Curricula for Vocational & Technical Education. Map Compilation and Math Review, 3-29.

Defense Mapping School, Ft. Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Feb 78

Note-1,078p.; Photographs and small type will not reproduce well.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF08/PC44 Plus Postage.

Descriptors-Algebra, Autoinstructional Aids, Behavioral Objectives, *Cartography, Charts, Civil Engineering, Engineering Technicians, Individual Instruction, Locational Skills (Social Studies), Manuscript Writing (Handlettering), Maps, *Map Skills, Mathematics, Postsecondary Education, Programed Instructional Materials, Ratios (Mathematics), *Technical Education, Trigonometry, Workbooks

Identifiers-Military Curriculum Project, *Surveying (Engineering)

These programmed instruction materials for a postsecondary-level course in map compilation and math review comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The seventeen lessons include Freehand Lettering; Review of Math (with additional individual lessons on ratio and proportion, algebra review, powers and roots, and trigonometry); Glossary of Mapping, Charting and Geodetic Terms; Map Marginal Information; Common Skills in Map Reading; Compilation from Map Sources Pull-Ups''; Road Dimensions; The Engineer's Scale; Planetable Surveying; Construction Surveying; Logical Contouring; Resolution of Uncorrected Distance; Determination of Stadia Constant; Determination of c''; Horizontal Circle Reading Wild T-2 Theodolite; Strength of Figure for Triangulation Reconnaissance; and Relative Orientation of Irregular Terrain Models. Lessons are broken down into frames,'' which teach with words and or pictures. Students then complete a response or perform a described action. Lessons also

provide the lesson objective and some self-tests, review exercises, and handouts. (YLB)

ED 183 913 CE 024 560

Cowan, Florence Kelly
Washington State Nursing Home Administrator Model Curriculum. Final Report.
Fort Steilacoom Community Coll., Tacoma, Wash.
Spons Agency-Washington State Commission for Vocational Education, Olympia.
Pub Date-14 Dec 79
Note-50p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Education, Administrators, *Associate Degrees, Community Colleges, Course Content, *Course Descriptions, Course Objectives, Courses, *Curriculum Development, *Institutional Administration, Internship Programs, Legal Education, Models, Money Management, *Nursing Homes
Identifiers-Fort Steilacoom Community College WA, Washington

The course outlines presented in this final report comprise a proposed Fort Steilacoom Community College curriculum to be used as a statewide model two-year associate degree curriculum for nursing home administrators. The eight courses described are introduction to nursing home administration, financial management of nursing homes, nursing home law, patient services and care administration I and II, institutional planning, and internship I and II. The format used for each course outline includes credit hours, catalog description, materials of instruction (required and supplemental readings and/or texts), course objectives, detailed course content, and evaluation. Supplementary (continuing education) course topics are also listed. A proposal for implementing a nursing home administration program in three additional locations is presented. (YLB)

ED 183 972 CG 014 182

Croan, Gerald M. Lees, Joan F.
Building Effective Coalitions: Some Planning Considerations.
Westinghouse National Issues Center, Arlington, Va.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.; Office of Law Enforcement Assistance, Washington, D.C.
Pub Date-May 79
Contract-J-LEAA-004-8
Note-42p.
Pub Type- Reports - General (140) - Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Cooperation, Community Resources, *Community Services, *Information Networks, Networks, *Program Development, *Public Agencies, *Youth Programs

Coalitions of service providers are playing increasingly large roles in developing policies and programs affecting youth. Community coalitions are cost-effective, efficient ways to expand services and to increase the capacity of the community to plan and program for young people. This manual provides a basis for examination of the coalition concept, and the ways in which it could apply in specific local settings. Major topics focus on the following aspects of coalition development: (1) roles and functions, (2) definition by function, (3) implications for structure, and (4) maintenance strategies. The information was prepared for geographically specific organizations, but could be applied, in full or part, to other geographical areas. (Author/BMW)

ED 183 995 CG 014 208

Barber, Clifton E.
The Influence of Perceived Power and Dependency on Role-Taking Accuracy in Three Generational Families.
Colorado State Univ., Ft. Collins.
Spons Agency-Brigham Young Univ., Provo, Utah.
Pub Date-25 Nov 79
Note-31p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns, *Extended Family, Family Structure, Females, Generation Gap, *Perception, *Perspective Taking, *Power Structure, Predictor Variables, Role Conflict, *Sex Differences

Research on nuclear families has reported support for an hypothesized inverse relationship between power and role-taking accuracy: Family members who are in subordinate (dependent) power positions are better able to predict attitudes and behavior of other family members than are those in relatively more powerful and independent positions. This hypothesis was tested within the context of the extended family and was seen as a significant shift in focus, given the alleged role reversal between adult children and their parents during the latter part of the family life cycle. Six persons representing three generations in each of 47 extended family units responded to a mailed questionnaire. Findings provided only equivocal support for the hypothesis. Support was found when the independent variable was operationalized in terms of perceived power or perceived physical dependency and in family dyads where the role-taker was a female sibling, a father, a mother, or a grandmother.

For dyads where the role-taker was a male sibling or a grandfather, the relationship between power and role-taking accuracy was opposite that hypothesized. (Although data on which this study is based was obtained in 1972, the topic is of high current interest). (Author/HLM)

ED 184 017 CG 014 246

Smith, Rebecca M.

Adolescent Suicide and Intervention in Perspective.

Pub Date-15 Aug 79

Note-12p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accidents, *Adolescents, Behavior Patterns, *Cultural Influences, *Death, *Social Influences, State of the Art Reviews, Student Attitudes, Student Behavior, *Suicide, Trend Analysis

Identifiers-*Helplessness

In 1976, suicides in the 15-24 year-old group (N 4,747) made up over 17% of all suicides in all age groups (N 26,750). In 19[illegible]3, adolescent suicides (N 2,591) were only 12% of the total (N 21,000). Adolescent suicide rate is alarming unless put into perspective with the accident rate and the cultural belief in individual rights, responsibility, and achievement. The rate of adolescent suicides in 1976 was 11.7 per 100,000 15-24 year olds, but the accident rate was 59.9 for the same group (N 23,960). Accident rate ranks first in cause of deaths while suicide rate ranks third, but the difference between first and third is large. One theory about the increase in adolescent suicide is examined in terms of the hopelessness felt by them. They are told by the culture that they have the right and the responsibility to achieve at a time when the means for doing so are diminishing. (Author)

ED 184 151 CS 502 826

Keltner, John W.

Foundations of the Self Awareness and Interpersonal Communication Workshop.

Pub Date-Nov 79

Note-65p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Educational Attitudes, Educational Change, *Educational Development, Experiential Learning, Group Dynamics, *Humanistic Education, Interpersonal Competence, Interpersonal Relationship, *Self Actualization, *Sensitivity Training

A review of the history and development of experiential learning in its educational and therapeutic contexts emphasizes the value of self-awareness as a prerequisite to interpersonal and group development. It also serves to underscore the potential of the Self Awareness and Interpersonal Communication (SAIC) program in an American society with millions of people turning to human potential activities and the experiential learning process. SAIC seeks to provide a learning context where the self, others, and the interactions between the self and others can be examined as factors contributing to personal involvement in society. The general design of the SAIC approach is not unique; but the particular aspects of the design are altered by the people involved each time the program is offered. The design has consistently included the following elements: a small group participation designed to assist with developing greater self-awareness and consciousness of others; cognitive input sessions composed of structured experiences that promote understanding of the nature of self-awareness, group processes, and problems; keeping a journal for later examination of the experiences on a cognitive, analytical level; and post-conference analysis of experiences to note changes in awareness, communication skills, and the ability to use feedback and self-disclosure. (RL)

ED 184 173 CS 502 850

Caldwell, George

Findings in Experimental Psychology as Functioning Principles of Theatrical Design.

Pub Date-Nov 79
Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiences, *Design, Design Crafts, *Design Preferences, Interaction, *Psychological Studies, Research, *Theater Arts, Theories, *Visual Stimuli
Identifiers-*Gestalt Psychology

A gestalt approach to theatrical design seems to provide some ready and stable explanations for a number of issues in the scenic arts. Gestalt serves as the theoretical base for a number of experiments in psychology whose findings appear to delineate the principles of art to be used in scene design. The fundamental notion of gestalt theory identifies a major task for the role of the scene designer. Seeking to arouse and periodically relieve tension in the audience through the organization of the design elements of the stage picture (size, color, direction, form, and position), the designer is essentially inviting the audience to participate in the production, becoming an accomplice with the artist. In order to comprehend the setting, to reproduce the gestalts intended by the designer, the audience must, by the nature of the process, involve itself actively in the play. The more complex the gestalts, the greater the tension; and the more satisfying the release of tension, the more involved the audience member has become. The precision with which the design is executed, aesthetically as well as technically, is really the precision with which the designer communicates with the audience. The more effective this communication is, the greater is the theatrical experience that its audience achieves. (RL)

ED 184 196 EA 012 382

Heyman, Richard D.

Talk about School Subjects: A Sociological View. Curriculum, Media & Instruction Occasional Paper No. 3.

Alberta Univ., Edmonton. Faculty of Education.
Pub Date-79
Note-25p.; For related documents, see EA 012 381-385.
Available from-Secondary Education Publications, Dept. of Secondary Education, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($1.50)
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Analysis, *Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, Drama, Foreign Countries, History, Humanities, Latin, Mathematics, Modern Language Curriculum, Power Structure, Science Curriculum, Secondary Education, *Social Values
Identifiers-*Canada, *England

School subjects do not hold an equally secure position in any educational system. Some subjects are required of all children, some are required of only some children, and some are not required at all. It is the task of this paper to show how people talk about subjects with respect to their place in the school curriculum. The social valuing of subjects involves justification, legitimation, ideology, and power. Some subject discussions, drawn mainly from Canadian and English curriculum guides and other curriculum publications, are described in light of the concept of legitimation. The publications examined provided discussions of aims, goals, and objectives, while avoiding or obscuring the ideological foundations of legitimation. The validating or a priori principles involved by the justification, both explicitly and implicitly, are assessed through a content analysis of the statements found in the curriculum publications examined. Quotations representative of the total range of justifications found in all the sources used in the fields of mathematics, science, Latin, drama, history, and modern languages are followed by an analysis. (Author/MLF)

ED 183 822 CE 024 381

Military Curricula for Vocational & Technical Education. Light Frame Construction II.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jan 76

Note-289p.; Not available in paper copy due to light and broken type. For a related document see CE 024 380.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Building Trades, *Construction (Process), Course Descriptions, Criterion Referenced Tests, Curriculum Guides, *Equipment Maintenance, *Equipment Utilization, High Schools, Learning Activities, Lesson Plans, Machine Repairers, Postsecondary Education, Repair, Secondary Education, Teaching Guides, *Trade and Industrial Education, *Woodworking

Identifiers-Military Curriulum Project

This training manual for a secondary-postsecondary level course in light frame construction II is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the fifty-five hour course is for students to interpret construction drawings for the layout of wood frame members for service-type stairs and all types of rafters and to set up, operate, and perform operator's maintenance on trailer-mounted saws. Course prerequisites are Applied Builder Mathematics and Light Frame Construction I (see Note). The outline of instruction, which suggests number of hours of classroom instruction and shop devoted to each course objective, is based on the following outline: trailer mounted saws, roof framing plan, common rafters, hip and valley rafters, hip and valley jacks, roof truss construction, stair construction, and course summarization. The instructor guide lists objectives, texts, references, tools, equipment, materials, training aids, and training aid equipment. Lesson plans for each section contain instructional materials, objectives, criterion tests, homework, and instructor and student activities. Job sheets for use as student handouts include references, tools and equipment, and procedures for performing the tasks. Required chapters from a recommended text are provided. A second text, commercial references, films, and transparencies are suggested. (YLB)

ED 183 876 CE 024 496

McCaslin, N. L. And Others

Career Education Measurement Handbooks. Career Education Measures: A Compendium of Evaluation Instruments. Research & Development Series No. 166.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-NE-C-00-3-0079

Note-342p.; For related documents see CE 024 495-499.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($17.00; $30.00 for complete set).

Pub Type- Reference Materials (130) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Abstracts, *Career Education, *Educational Assessment, *Measures (Individuals), Reference Materials, *Resource Materials, Testing, *Tests, Test Selection

This document is the second volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. This handbook is designed to provide descriptions of an assortment of measurement instruments currently being used to assess career education objectives. A brief introduction describes the need for such a handbook, the procedures followed in developing this handbook, and the handbook's limitations. Instructions are provided to direct the reader in using the handbook and understanding the format. The format consists of abstracts of approximately 200 career education measurement instruments. The abstracts are divided into the following eight categories: K-3 students, 4-6 students, 7-9 students, 10-12 students, 13-16 students, community persons, educators, and teachers. Each abstract discusses the purposes, qualities, target populations, and availability of the instrument reviewed. Administration time, reliability/validity data, and test examples are also included. Several lists of other helpful resources are appended. The information has been indexed by author, descriptors, and title. (BM)

ED 183 934 CE 024 618

Wilson, Sandra R. And Others

Practice Location Decisions of NHSC and Non-NHSC Physicians.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date-Apr 80

Contract-231-77-0088

Note-39p.; Paper presented at the Annual Convention of the American Educational Research Association (April, 1980, Boston, MA).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes, *Background, *Career Choice, Career Development, Career Education, Community Characteristics, Decision Making, Family Practice (Medicine), *Individual Characteristics, Influences, Inner City, Participant Characteristics, *Physicians, *Rural Areas, Specialization, *Urban Areas

Identifiers-National Health Service Corps

To ascertain the characteristics and decision-making processes of physicians who choose to practice and remain in areas that have a shortage of physicians, a study analyzed the career decisions of National Health Service Corps (NHSC) and non-NHSC physicians (and spouses) with respect to the location of their medical practices. Another objective was to identify community characteristics influencing practice location. Findings indicated these implications for medical school selection: increasing the number of (1) rural physicians by increased selection of students from rural areas of high medical manpower need who are interested in general or family practice, remaining in their home region, and locating in a small or rural community and (2) physicians serving inner city minorities by increasing the number of minority and female physicians. Medical education should provide clinical training opportunities in rural and urban shortage areas and more residency programs in relation to regional shortages since practice region is positively related to region of terminal formal training. NHSC has been effective in permanently locating physicians in regions and small communities to which they otherwise probably would not have gone and in aiding willing physicians who needed support in establishing practices in needy communities. (YLB)

ED 184 041 CG 014 287

Ryan, T. A.

Generalized Planning Model to Achieve Equity in Corrections.

South Carolina Univ., Columbia.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Dec 78
Note-103p.
Available from-College of Criminal Justice, University of South Carolina, Columbia, SC 29208 ($9.00)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrators, *Affirmative Action, *Correctional Institutions, Employer Employee Relationship, *Employment Opportunities, *Equal Opportunities (Jobs), Females, Job Development, Minority Groups, Models, Program Development, *Sex Discrimination, *Systems Approach

A generalized planning model is presented for administrators and mid-management personnel seeking to develop and maintain effective correctional systems and to insure equity for women and minorities employed in these systems. This model consists of three components which tell how an agency: (1) develops a rationale for equity; (2) assesses needs for equity; and (3) sets goals and implements activities. A flowchart is included as a graphic representation of the step-by-step procedure of design and implementation. The appendices contain sample forms for analyzing current settings and projecting the ideal. A bibliography is also provided. (Author/HLM)

ED 184 063 CS 005 297

Fram, Ralph D.
A Formative Evaluation of the Remedial Reading Program in Nipawin School Unit No. 61. S. S. T. A. Research Centre Report No. 59.
Saskatchewan School Trustees Association, Regina.
Pub Date-Dec 78
Note-40p.
Available from-Saskatchewan School Trustees Association Research Centre, 570 Avord Tower, Regina, Saskatchewan, Canada ($1.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Foreign Countries, Formative Evaluation, *Program Evaluation, *Reading Improvement, Reading Instruction, *Remedial Programs, Remedial Reading, Research Projects, Student Attitudes, Teaching Methods
Identifiers-Canada

This evaluative report provides information about a remedial reading program in a Canadian school district. Various sections of the report deal with the following areas: the purpose of the evaluation project; procedures and sample; major findings according to remedial reading teachers, two groups of taxpayers, remedial reading pupils, and classroom teachers and principals; a statistical analysis of the results concerning magnitude of reading growth, reading comprehension, rates of gain, vocabulary, and total reading; conclusions; implications for further research; and recommendations. Appendixes contain data sheets for students and a reading attitudes inventory. (FL)

ED 184 085 CS 005 330

Duffy, Gerald G. McIntyre, Lonnie D.

A Qualitative Analysis of How Various Primary Grade Teachers Employ the Structured Learning Component of the Direct Instruction Model When Teaching Reading.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.

Pub Date-Apr 80

Contract-400-76-0073

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Reading, Classroom Research, Observation, Primary Education, *Reading Instruction, Reading Research, *Teacher Behavior, *Teacher Role, *Teaching Styles

Observational data on six first and second grade teachers were analyzed qualitatively to determine whether any of these teachers provided "assisted learning" during reading instruction. Assisted learning was defined as the teacher's intentional efforts to structure the students' learning experiences so that they could learn more easily. It was anticipated that some of the observed teachers would display patterns of assistance consistent with both the various outcomes of reading and the several components of instruction, including the concept of assisted learning. Although there was some evidence that two of the teachers displayed patterns of assistance, the overwhelming instructional activity across all six teachers was recitation, which made assistance incidental to the task of completing the activity. In short, most of these teachers taught as if the primary responsibility were on the child to learn rather than on the teacher to teach. (Profiles of the six teachers' case studies are attached.) (RL)

ED 184 107 CS 005 360

Heller, Terry Hobbs

Cognitive Preference Testing: Process Evaluation of Inquiry Strategies.

Pub Date-Feb 80
Note-23p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Cognitive Development, *Cognitive Style, Content Area Reading, *Critical Thinking, Educational Research, Elementary Education, Grade 7, *Inquiry, Instructional Materials, *Learning Processes, Reading Materials, Social Studies, Teacher Influence, *Teaching Styles

The cognitive preferences of 250 seventh grade students in social studies classes were examined using the Cognitive Preference Profile (CPP). Each item in the CPP contains a stem statement and restatements of the stem that reflect memory, application, and questioning options. Pre- and post-test scores for the CPP were used as covariates with the independent variables of text, teacher's cognitive preference, student achievement, and student sex. There was no evidence to support the claim that students would learn to prefer critical thinking when exposed to textbooks emphasizing inquiry (questioning option) versus noninquiry (memory/application options). Teachers with cognitive preferences for memory and application tended to produce similar cognitive preferences among their students. Teachers with inquiry preferences were not as successful in developing similar preferences; their students tended to prefer the application options on the CPP. Although all three achievement groups (high-medium-low) showed dramatic shifts toward application preferences, the high achievers preferred memory options more than the other two groups. Low achievers showed the highest preferences for questioning options. Contrary to expectations, no sex differences in cognitive preferences were evident. (RL)

ED 184 129 CS 205 438

Lees, Elaine O.

Respecting the Learner's Expertise: Assignments That Ask Students to Write about Composing.

Pub Date-Nov 79

Note-14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Assignments, *Basic Skills, Higher Education, Low Achievement, *Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers-*Composition Process

One way to help basic writers become more effective writers is to encourage them to consider and write about what they do in writing the problems they face and the satisfactions they glean. Using a scheme that involves using a hierarchy of stages of abstraction in discourse, students can be led to development of their writing skills. One such hierarchy goes from the lowest level of recording what is happening at present, through the intermediate level of reporting or narrating what happened in the past, to the higher levels of generalizing about what happens and theorizing about what will or may happen. The students' job over the semester would be to reinvent their own systems of abstraction about writing and their own language for the activities they engaged in when they assumed the role of writer. (TJ)

Thiel, Frank William Grube, Karl William

Pedagogical Site Policy and Neighborhood Quality.

Woodlands Research Group, Inc., Dexter, Mich.
Pub Date-80
Note-41p.
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Environment, *Educational Facilities Planning, Educational Parks, Educational Quality, Environmental Influences, Landscaping, *Models, Neighborhood Schools, Policy Formation, Political Influences, *School Policy, *Site Analysis, *Site Development, *Site Selection, Socioeconomic Influences

The Thiel Model for school site planning exemplifies a multidisciplinary approach to school site planning theory and a historical synthesis of seven decades of public school site planning research. The model relates the cause and effect relationships of the educational policy-making variables of economic, political, and social pressures to the school site variables of selection, planning and construction, and environment. The interaction of these variables has contributed to the current standards of public school site policy. Analyses of these current standards yielded 21 concepts of school site planning. Further extrapolation produced 10 principles of future school site policy. A flow chart schematic and outline description of the model is presented. (Author/MLF)

ED 184 245 EA 012 566

Atherton, Peter J.

Trends in Canadian School Finance.

Pub Date-Jan 79

Note-11p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Diego, CA, March 16-18, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Centralization, *Comparative Analysis, Declining Enrollment, *Educational Finance, Elementary Secondary Education, Equal Education, Financial Policy, Financial Support, Income, School Funds, *School Support, School Taxes, State Aid, *Trend Analysis

Identifiers-*Canada

The great similarity between the Canadian and American structures of school finance conceals some fundamental, constitutional, and structural differences that shape the trends in Canadian school finance. First, provincial governments exercise a high degree of centralized control over education and its finance. Second, provincial governments have unrestricted access to major tax bases, including income, corporation, sales, and property taxes. A third characteristic is the substantial amounts of money transferred from the federal to provincial governments as unconditional equalization and revenue stabilization payments. All these factors suggest that trends in Canadian educational finance are not affected primarily by competition for taxation bases or by constitutional rigidities. An important factor influencing Canadian education over the last few years has been the Edmonton commitment of 1973, which has held down overall levels of expenditures on education. Nevertheless, there is no apparent Canadian school finance crisis or Proposition 13 mentality.'' Other trends concern introduction of financial aid to private schools, federal reimbursement for minority language education, the growth of provisions for special education, declining enrollment, and attempts to equalize expenditures by municipal levels or school boards. With the exception of declining enrollment, there are no major issues of educational finance common to all Canadian provinces. (Author/JM)

ED 183 783 CE 024 314

Handbook for Home Economics Pre-Employment Laboratory Education Teachers.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-Feb 79
Note-100p.; For related documents see CE 024 314-318.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($5.50).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Educational Facilities, Guides, *Home Economics Skills, Instruction, Job Skills, *Occupational Home Economics, *Program Development, Public Relations, Safety, Secondary Education
Identifiers-Future Homemakers of America, Preemployment Laboratory Education Program

This handbook for home economics pre-employment laboratory education (PELE) teachers is divided into ten chapters. The first chapter provides detailed descriptions of each PELE program and possible career opportunities related to each program. Chapter 2 expounds upon the importance of the advisory council to the program. The third chapter describes the facilities, equipment, and supplies required for the PELE program. Focusing on student selection, chapter 4 discusses the eligibility of students, factors to consider when selecting students, and student recruitment. In addition, this section contains a sample application for enrollment and a sample student rating sheet. The fifth chapter focuses on classroom instruction and management and discusses instructional materials and evaluation. Chapter 6 describes laboratory instruction and management practices for controlling equipment and supplies, maintaining laboratory facilities and equipment, organizing students, maintaining business and industry standards, evaluating students' laboratory work, and sharing the laboratory with other teachers. Safety precautions are discussed in the seventh chapter followed by a discussion of budget, records, and reports in chapter 8. The organization and role of the Future Homemakers of America is presented in chapter 9. The final chapter gives guidelines for conducting a public relations program. (LRA)

ED 183 953 CE 024 754

Implementing Career Education. Master Trainer Project Handbook.
California State Dept. of Education, Sacramento.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--554AH80498
Pub Date-80
Grant-60-10000-3-8-195
Note-80p.; For related documents see CE 024 753, ED 140 088-090, ED 145 097, ED 145 248, and ED 173 567-568.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Elementary Secondary Education, *Inservice Education, Leaders Guides, Learning Activities, *Planning, Professional Personnel, *Program Development, Staff Development, Training Methods, *Workshops

This handbook is designed to assist persons assigned to lead staff development activities in school districts that are committed to implementing and expanding career education programs and activities. The handbook contains a collection of activities and resources that can be used in master trainer workshops with administrators, teachers, counselors, resource specialists, aides, parents, students, and community representatives. The first of three major sections in the handbook presents a workshop planning guide. Focusing on the workshop process, section 2 presents guidelines for the six activities included in the Master Trainer Workshop Participants Packet. Activity titles include (1) Definition of Career Education, (2) Career Education Goals, (3) Elimination of Bias and Stereotyping, (4) Infusion of Career Education, (5) Community Involvement, and (6) Action Plan. For each activity, the following information is provided: objectives, time, evaluation methods, topic, trainer strategies, and resource references. The final section focuses on the followup process and contains an interview form. (LRA)

ED 184 266 EC 123 332

Ramirez, Bruce A. And Others

Special Education Programs for American Indian Exceptional Children and Youth: A Policy Analysis Guide.

Council for Exceptional Children, Reston, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date-79
Grant-G007701824
Note-130p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*American Indian Education, *American Indians, Compliance (Legal), *Delivery Systems, *Disabilities, *Due Process, *Educational Administration, Educational Legislation, *Educational Policy, Elementary Secondary Education, Guidelines, Special Education
Identifiers-*Education for All Handicapped Children Act

The guide is designed to assist state, Bureau of Indian Affairs, and tribal or Indian community controlled local educational units (Ed.U) in analyzing their special education administrative policies. Policy statements are presented that at a minimum meet the requirements of P.L. 94-142 (the Education for All Handicapped Children Act) and also reflect the special considerations that should be undertaken when programing for Indian exceptional children. The guide is divided into the following four sections covering the analysis of policies: (1) Service Delivery'' considers policy areas oriented toward identifying, placing, and serving handicapped children; (2) Procedural Safeguards'' explores policy areas outlining the legal and administrative definitions guaranteed to handicapped children and their parents in the identification, evaluation, and placement processes; (3) Administration'' presents policy areas oriented toward concerns with program management, personnel, facilities, transportation, and fiscal resources; and (4) The Profile of Ed.U Policy Priorities'' is intended to provide an ordering of the particular policy needs of the Ed.U. Introductory sections explain the use of the guide, define relevant terms, and provide a form for determining an Ed.U profile. (Author/PHR)

ED 184 288 EC 123 489

Marshall, Carol MacDuffee

A Guide for Adapting or Replicating Model Programs in Early Childhood Education for the Handicapped.

Illinois State Board of Education, Springfield.; Sangamon State Univ., Springfield, Ill.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 79

Note-33p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adoption (Ideas), *Delivery Systems, *Demonstration Programs, *Disabilities, Early Childhood Education, *Educational Development, *Educational Innovation, Guidelines, Program Descriptions

The guide was designed to assist public school personnel in the delivery of educational services to young handicapped children by providing access to information on model programs, increasing knowledge of adopting or adapting educational innovations, suggesting pertinent questions to ask when considering a specific model, and recommending sources that can help in developing programs. Types of model programs are described, including grant programs, the National Diffusion Network, and the Illinois Center for Educational Improvement, among others. Steps in the adoption process are outlined; awareness, matchmaking, joint decision making, training, and institutionalization. A list of 21 suggested questions (such as who is responsible for implementation) to ask about particular models and a list of 20 publications for reference in adapting or adopting a model program are provided. (PHR)

ED 183 801 CE 024 348

Taylor, Margaret W.

Planning to Implement Career Education. A Process Evaluation of a Work Conference for State Coordinators of Career Education and State Planning Project Directors (Windsor Locks, Connecticut, April 6-7, 1978).

Council of Chief State School Officers, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70070
Pub Date-Apr 78
Grant-G0077C0064
Note-91p.; For related documents see CE 024 346-348, ED 132 284, and ED 138 786.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, Conferences, Coordinators, Formative Evaluation, *Leadership Training, *Program Development, Program Implementation, Program Improvement, Staff Development, *State Officials, Statewide Planning, *Workshops
Identifiers-Education Amendments 1974

A work conference titled Planning to Implement Career Education'' was developed as one of several scheduled activities of the project, State Leadership in Implementing Career Education (see CE 024 346). The target population of the work conference was the state coordinators of career education and state plan directors. Thirty persons, representing twenty-six states, federal offices, and other organizations took part in the conference. A process evaluation was employed to assess the presenters, participant reaction, conference leadership and support, conference materials, conference format and scheduling, and context factors. Overall, the conference was considered a worthwhile experience for the majority of those in attendance. Recommendations were made based on this evaluation for planning future staff development programs. Some of these recommendations included the following: (1) workshop objectives should be clearly defined, stated in writing, and disseminated to participants at least two weeks in advance of the workshop/conference; (2) if the focus of the workshop/conference is on an area where the majority of the group may have some expertise and knowledge, an assessment of the extent of this knowledge base should be conducted prior to the opening of the workshop/conference; and (3) workshop/conference sites should be selected with a number of criteria being considered, such as accessibility by public transporation and size and comfort of meeting rooms. (BM)

ED 183 840 CE 024 407

Gardner, David C., And Others
Allied Health Dictionary 1. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-104p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vooabularies/Classifications (134)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Allied Health Personnel, Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, *Hospitals, Housekeepers, Individual Instruction, Instructional Materials, *Learning Disabilities, Medical Services, *Remedial Instruction, Secondary Education, Small Group Instruction, Vocabulary, *Vocabulary Development, Vocational Education
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Allied Health series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains seven lessons: (1) The Hospital, (2-3), Hospital Workers; (4) Hospital Support Departments, (5) Diagnostic Departments, and (6-7) Patient Care Units. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 408 and CE 024 409. An accompanying teacher's manual is available separately as CE 024 406. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 895 CE 024 525

Military Curricula for Vocational & Technical Education. Communications Computer Programmer, 4-2.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 78

Note-689p.; Not available in paper copy due to small type.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-Autoinstructional Aids, Behavioral Objectives, *Computer Science, *Computer Science Education, Course Descriptions, Curriculum Guides, Data Processing, High Schools, Learning Activities, Postsecondary Education, Problem Solving, Programed Instructional Materials, *Programing, *Programing Languages, Study Guides, Technical Mathematics, Workbooks

Identifiers-FORTRAN Programing Language, Military Curriculum Project

These student materials study guides, handouts (some are manuals), a workbook, and programmed texts for a secondary-postsecondary-level course for communications computer programmer are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. A plan of instruction, which suggests number of hours of class time devoted to each course objective and support material and guidance, covers these topics: computer mathematics, data representation, computer logic functions, and logical development of problem solving. Contents of the unit, Computer Programming Principles, include a handout with student notes, a study guide with learning materials, and a workbook with classroom and homework exercises. A programmed text is provided for the unit, Computer Logic Functions. The unit, Top Down Structured Programming, is a self-instruction text. The unit on Programming Principles is a study guide with learning materials. Student manuals (handouts) comprise the units, Fortran Language and Examples of Structured Code. (YLB)

ED 184 018 CG 014 247

Engel, Joanne E. Charles, Don C.

Aging and Alienation: A Fresh Look.

Pub Date-79

Note-18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979). Research supported by the Iowa Multi-Disciplinary Gerontology Council.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Aging (Individuals), *Alienation, College Students, Comparative Analysis, *Environmental Influences, Life Style, *Living Standards, Older Adults, *Place of Residence

Identifiers-*Dean Alienation Scale

The effects of three levels of living conditions for two age groups of individuals were examined relative to sub- and total-alienation scores as measured by the Dean Alienation Scale. Subjects were 38 older adults and 42 college students. The young adults felt more isolated than the elderly, and nursing home residents felt more powerless and normless than either young adults or independent elderly. The least alienated group were the independent elderly, and young adults felt more normless and alienated than did the independent elderly. There were no significant differences between the groups for scores on total alienation. (Author)

ED 184 174 CS 502 851

FOI Digest Index, 1970-1979.
Freedom of Information Center, Columbia, Mo.
Pub Date-Feb 80
Note-35p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Censorship, *Freedom of Speech, Indexes, *Information Centers, *Information Networks, Information Seeking, *Information Services, *Information Sources, *Information Storage, Periodicals

An index of the reports and articles appearing in the 1970-79 issues of the Freedom of Information Digest,'' a bimonthly newsletter, presents the titles in more than 100 subject categories. The topics covered by the index include access laws, general/school censorship, access to records, employee records, executive privilege, financial disclosure, privacy, student press, news reporters' rights, newsroom searches, and children's television. (RL)

ED 184 197 EA 012 400

Irgang, Alan Gelber, Leonard
Economizing in the High Schools.
Pub Date-Jan 80
Note-11p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (64th, Miami Beach, FL, January 11-15, 1980).
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alarm Systems, *Cost Effectiveness, *Differentiated Staffs, *Mechanical Equipment, Secondary Education

This paper examines a variety of money-saving devices and operations that high schools can employ. It suggests differentiated staffing and provides a chart to show possible delegation of responsibilities. Regarding the use of equipment, the paper suggests acquiring a bulk mailing permit, using a postage machine, doing in-school printing, limiting use of phones, and operating machinery in a cost-efficient manner. Other methods of saving money discussed in this paper include recycling of materials and prevention of theft and vandalism through the use of alarm systems. (Author/LD)

ED 183 727 CE 023 884

Becker, Henry Jay
The Choice of a Job Early in the Career: A Review and Prospectus.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-NIE-G-78-0210
Note-33p.; A small portion of each page will not reproduce well due to broken type.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Choice, Career Development, *Education Work Relationship, *Job Search Methods, Labor Force, Occupational Aspiration, Occupational Surveys, *Research Needs, State of the Art Reviews, *Youth Employment

Little is known about how young people begin their occupational careers. Since many students are employed, the transition from student to worker is not necessarily a singular event. Consequently, the optimum time for studying the early career/job-search process is an unresolved question. Although job choice of career entrants is intertwined with the timing of career entrance, to date little research has been done in this area. Regarding the occupational choices made by young people, two divergent sources of job selection should be examined. First, the job selections of young people are limited to certain kinds of employment consonant with their personalities and/or occupational aspirations. Second, the occupational choices of young people are constrained by structural factors, such as information opportunities. The methods used by job seekers may indicate to what degree their occupational choices are consistent with their vocational goals. Past studies have shown that young people find jobs primarily through acquaintances and relatives, or by direct application to employers. Our understanding of the process by which young people find jobs has reached a point where refinements of earlier work as well as further investigations into unexplored areas are needed. Areas of needed research include longitudinal studies of job preference and more elaborate study of the job-search process. (Regarding the need for further research, this paper suggests a variety of variables and interaction effects that need to be examined along with the kind of data collection effort that such study will require.) (EM)

ED 183 745 CE 024 140

Haynes, Melinda K.

Nevada Competency-Based Adult High School Diploma Project. Teacher's Guide.

Nevada Univ., Las Vegas. Coll. of Education.

Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.

Pub Date-79

Note-13p.; For related documents see CE 024 141-151.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Adults, Biological Sciences, Citizenship Education, *Competency Based Education, Consumer Education, Environmental Education, Health Education, *High School Equivalency Programs, Language Arts, Mathematics, Physical Sciences, Program Descriptions, Teaching Guides, *Teaching Methods, United States Government (Course), United States History

Identifiers-*Nevada CBAHSD Project

Developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project, this teacher's guide accompanies a student handbook and ten curriculum guides which cover the following subjects: consumer education; environmental education; health; language arts; citizenship; American Government; United States History; mathematics; earth and physical science; and life science. This teacher's guide provides an overview of the CBAHSD Project including results of the statewide survey, assessment item construction, and the field test. Directions for using the curriculum guides and the student handbook are also included. (BM)

ED 183 766 CE 024 225

Selected Bibliographies and State-of-the-Art Review for Health Manpower Planning. Volume 3: Health Manpower Planning References. International Health Planning Reference Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50092

Pub Date-79

Contract-282-11-0128

Note-82p.; For related documents see CE 024 223-237.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Allied Health Occupations Education, Annotated Bibliographies, Developing Nations, *Health Personnel, Health Services, *Labor Force Development, *Labor Needs, *Labor Supply, *Labor Utilization, Literature Reviews, *Planning, Public Health, Training, Vocational Education

Intended as a companion piece to volume 3 in the Method Series, Health Manpower Planning (CE 024 231), this third of six volumes in the International Health Planning Reference Series is a combined literature review and annotated bibliography dealing with health manpower planning for developing countries. The review identifies literature relevant to three areas of interest. Assessment of supply behavior includes topics of supply analysis: physicians, nurses, midwives, health teams, technicians, dentists, health center staff, medical education, health training, and productivity analysis. Assessment of demand behavior includes such topics of demand analysis as projection and economic constraints as factors. Assessment of balance behavior covers topics of administration, organization, distribution, access, utilization, and planning/evaluation. The 223 references included in the review are contained in the bibliography. (References are also listed by categories discussed in the review. Within the review the reader is directed to the corresponding list.) The format for each entry is author, title, source or publisher, date of publication, and annotation. (YLB)

ED 183 858 CE 024 425

Riley, Pamela J. Marotz-Baden, Ramona

Expanding Career Awareness of Preschool and Elementary School Children. Final Progress Report.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80252
Pub Date-Nov 79
Grant-G0078C0029
Note-108p.; For related documents see CE 024 426, ED 163 226, and ED 167 775.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Awareness, Career Choice, Career Education, *Childrens Games, Elementary Education, Grade 2, Grade 4, Influences, Instructional Materials, Learning Modules, Material Development, *Multimedia Instruction, *Nontraditional Occupations, Occupational Aspiration, Preschool Education, Puzzles, Role Playing, *Sex Fairness, Sex Role, Sex Stereotypes, Student Attitudes, *Toys
Identifiers-Education Amendments 1974

To facilitate career education by reducing sex-role stereotyping of occupations, a project developed multi-dimensional packages including toys and teaching modules for three grade levels: preschool (ages 3-4), second grade (ages 7-8), and fourth grade (ages 9-10). Public Action Coalition on Toys (PACT) produced the toys for the project. (Modules are available separately as CE 024 426.) These materials were evaluated through post-testing to ascertain their influence on career aspirations. Research design provided for comparison of impact of the modules when used by teachers and by research staff in comparison with control groups of non-users. Pre-school and second-grade children were interviewed; fourth graders completed a questionnaire and were interviewed. Analysis of the results suggested that the modules and toys were somewhat influential in personal career choices but had far more impact on perceptions of what occupations are acceptable for both sexes. Females, but not males, were influenced by role reversals, probably due to male'' job prestige and/or pay. (Appendixes include lists and descriptions of the toys and the evaluation instruments.) (YLB)

ED 183 914 CE 024 562

Problems of Youth Unemployment; Subcommittee on Elementary, Secondary, and Vocational Education; Subcommittee on Employment Opportunities; Subcommittee on Education and Labor, House of Representatives. Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-80

Note-504p.; Not available in paper copy due to small print.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Education Work Relationship, Employment Patterns, Job Placement, Job Training, Labor Utilization, Minority Groups, Socioeconomic Influences, *Unemployment, *Vocational Education, Youth, *Youth Opportunities

Identifiers-Comprehensive Employment and Training Act, United States, Youth Unemployment Act 1979

The thirty-nine papers presented here were prepared by persons concerned with youth unemployment at the request of two subcommittees of the House Committee on Education and Labor. They address root causes and ways both public schools and employment and training systems can reduce the extent and the rate of youth unemployment. An introduction provides a brief synthesis of the papers and notes the increase in youth unemployment (from 9% to 13% from 1968 to 1978 with a greater rate for minority youths). Contributors include the following: George Iden, Chief, Special Studies Unit, Congressional Budget Office and Alfred W. Pelletier, Chairman and President, Mack Trucks, Inc., on root causes; Robert E. Taylor, Executive Director, The National Center for Research in Vocational Education, and Charles O. Whitehead, President, American Vocational Association on the public school role; and Sam Brown, Director, Action, and Frank W. Schiff, Committee for Economic Development on employment and training systems. Listed in a miscellaneous section, representatives of two private agencies, Oak Ridge Associated Universities and Chrysler Learning, Inc., discuss their training programs for youths, the National School Board Association discussss emerging issues between vocational education and CETA, and Michael Casserly and Reva Siegal, Council of the Great City Schools, give implications for federal policy on youth unemployment. (MEK)

ED 183 973 CG 014 184

Iler, Patrick A.

The Poor: Their Well-Being and Services Received.

Pub Date- 79

Note-22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Analysis, *Low Income Groups, *Older Adults, *Quality of Life, Questionnaires, Social Services, Status, *Stress Variables, *Welfare Recipients

Identifiers-*Loneliness, *Ohio (Cleveland)

The well-being of poor older people is a concern for society. Two random samples of people, 65 years old and older, were taken in Cleveland, Ohio 1,300 from the general population and 194 Supplemental Security Income (SSI) recipients. Both samples were interviewed in 1975 and 1976, and a well-being status was developed for each person in the areas of health, security, loneliness and outlook on life. Service information on 28 different services was obtained from 130 agencies. Older people receiving SSI were generally worst off in all levels of personal condition; for example, only 40% of the SSI sample could do all daily tasks without help while 60% of the general sample could do them all without help. Thirty percent of the SSI sample who needed help with daily tasks had unmet needs as compared to 40% of the general sample. However, 67% of the SSI sample with illnesses were not receiving full medical treatment as compared to only 58% of the general sample. (Although geographically specific, the data point out needs of a population toward which much current research is directed.) (Author/CKJ)

ED 183 996 CG 014 221

Parker, Woodrow M. McDavis, Roderick J.

Using Four Career Guidance Strategies With Ethnic Minorities. Module 45.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Note-86p.; For related document see CG 014 222

Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Guidance, *Decision Making Skills, Elementary Secondary Education, *Ethnic Groups, Group Activities, *Group Counseling, Guidance Personnel, Minority Groups, *Needs Assessment, Occupational Information, Postsecondary Education, *Self Concept, Skill Development

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with ethnic minorities in school settings, kindergarten through postsecondary level. The goal of this module is to help participants learn four career guidance strategies: (1) group interaction to enhance self-concept; (2) information giving for career exploration; (3) assessment to identify career needs; and (4) decision making. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 184 042 CG 014 288

Gitlin, Myrna Stein, Martha
Psycho-Sexual Aspects of the Singles Lifestyle.
Pub Date-Apr 79
Note-11p.; Paper presented at the National Institute of the American Association of Sex Educators, Counselors and Therapists (12th, Washington, DC, April 4-8, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Adults, Counselor Role, *Divorce, *Intervention, Life Style, Parent Responsibility, *Psychological Patterns, *Relationship, Self Concept, Self Esteem, *Sexuality, State of the Art Reviews
Identifiers-*Formerly Married

Formerly married persons who have children often experience psycho-sexual problems and adjustments. Typically, a single parent has left a monogamous family situation, and his/her re-entry into a singles'' life style requires adaptation in every sphere of life, including economic status, nature and style of the family, changes in friendship networks, and attitudes toward sexual relationships. Therapeutic intervention can be of great importance in helping a newly single person adjust. Successful working through of three psycho-sexual stages (fling, transitional object relationship, and withdrawal) facilitate re-entry. The creation of a solid foundation of self-esteem enables the individual to take risks and grow in new relationships. (Author/HLM)

ED 184 064 CS 005 298

Ganschow, Leonore And Others

Effects of Context on Recognition of Words and Identification of Word Meanings by Reading Disabled Adolescents, Normal Adolescent Readers, and Younger Normal Readers.

Pub Date-Apr 79

Note-21p.; Submitted in partial fulfillment for the requirements of Doctor of Education at the University of Cincinnati. Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, Comparative Analysis, *Context Clues, *Decoding (Reading), Elementary Secondary Education, *Learning Disabilities, Reading Comprehension, *Reading Difficulties, Reading Research, Reading Skills, *Semantics, Vocabulary Skills, *Word Recognition

The influence of context on recognition of words (decoding) and identification of word meanings was examined by presenting 160 test words in list and narrative forms to 16 reading disabled adolescents, 16 normal adolescent readers, and 16 younger normal readers. Relationships between decoding problems and language difficulties were explored. Results showed that context facilitated recognition and identification of word meanings for all readers. There was no evidence of a deficit in use of context by reading disabled adolescents. Comparisons between groups suggested deficits in both word recognition and word meaning for reading disabled adolescents. Individual differences suggested independence between the two processes of decoding and meaning; some reading disabled adolescents had primary difficulty in decoding, while others had primary difficulty in identifying word meanings. (Author/RL)

ED 184 152 CS 502 827

Millar, Dan Pyle

Testing in Groups: A "Real" Exercise in Small Group Problem-Solving.

Pub Date-Apr 80
Note-16p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 10-12, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Descriptions, Educational Research, Educational Testing, *Evaluation Methods, *Group Discussion, Group Dynamics, Group Experience, Grouping (Instructional Purposes), *Group Testing, Higher Education, *Small Group Instruction, *Speech Communication, *Testing, Testing Programs

Students in a small group discussion class offered as part of a speech communication curriculum found that testing their knowledge of the theory of the course in small groups was a positive learning experience. Each self-selected test group was made up of three students and was formed at least two class periods prior to the exam. Time was given in class for social interaction, and on the day of the exam, each group received three copies of the test with the instructions that only one copy was to be completed and submitted as the "official exam" of the group. Student reaction to the group testing situation was assessed on an opinionnaire that rated such benefits as learning to work within groups, providing real experiences in group problem solving, studying harder for group tests than for individual tests, and scoring higher on group tests. The group test meets four criteria for effective decision making groups: it fosters the quality of participation to increase available information, it develops a tolerance for conflict, it cancels out individual errors, and it develops an overall positive attitude toward group action. Negative effects are that individually-based graded activities must be incorporated to overcome the effects of high group scores and the impact of the group test decreases with repeated experiences. (AEA)

ED 184 222 EA 012 535

Smith, William L.

The Department of Education: Its Relationship to Administrators, Teachers, and Students.

Pub Date-18 Feb 80

Note-30p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Administrator Responsibility, *Administrator Role, Beginning Teachers, *Educational Environment, Public Agencies, Self Esteem, *Teacher Attitudes, *Teacher Role, Teachers

Identifiers-*Department of Education

This speech begins with remarks about the importance of the new Department of Education. According to the author, the first secretary of education, Shirley Hufstedler, sees the new department as dedicated, striving for quality, supportive rather than directive, responsive, and confident of the ability of the people to make educational decisions. The author then addresses the question of how administrators can help teachers succeed. He believes that student achievement is strongly affected by the environment professional educators create. Components of this environment are teachers' concern for school and classroom structure; sense of purpose, role, and commitment; degree of confidence in themselves, their methods and subject, and their students; recognition of and sensitivity to instructional opportunities; own successful experience; and interest in continuous professional development. The administrator's role is to bring forth the best in teachers through his or her own commitment to education. Administrators must realize that teachers need more time for mutual observation and collaboration. Principals should both put new teachers in situations in which they are likely to experience early success and encourage beginning teachers to get advice from colleagues. One challenge is to design all training and retraining for education personnel around awareness and understanding of tomorrow's world. (Author/JM)

ED 184 086 CS 005 334

Glazer, Susan Mandel
How Can I Help My Child Build Positive Attitudes Toward Reading?
International Reading Association, Newark, Del.
Pub Date-80
Note-13p.
Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 879, $0.35 member, $0.50 non-member)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Reading, Bibliographies, Early Childhood Education, Elementary Education, *Parent Child Relationship, Parent Influence, *Parent Participation, *Prereading Experience, *Reading Attitudes

This booklet is one of a series of micromonographs on reading-related subjects that offers help to parents interested in stimulating reading habits in their children. Presented as a guide to developing a reading atmosphere in the home, the booklet suggests that parents begin with infant activities; teach their children through make believe; use television, the newspaper, and shopping experiences to encourage reading; develop a family reading time; and set an example of habitual reading for the children. A booklist on helping children with reading and a guide to children's books and authors is appended. (AEA)

ED 184 108 CS 005 361

Schumacher, Sally

Ethnographic Inquiry: Theory and Application in Educational Research and Evaluation.

Pub Date-Nov 79

Note-23p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Ethnography, Field Studies, Observation, Program Evaluation, *Research Methodology

The focus of this paper is on the theory of ethnographic methodology. A body of observational studies in social science and educational research is noted, demonstrating methodological statements about ethnography. Methodological procedures are described, along with possible standards of adequacy for their use. The use of the methodology is discussed in the contexts of general educational research and program evaluation studies. Guidelines are also presented for the appropriate use of ethnographic evaluation. (Author/RL)

ED 184 130 CS 205 440

Hudson, Sally Veal, Ramon

Assessing Writing Competence through Writing Samples. Studies in Language Education Report No. 36.

Georgia Univ., Athens. Dept. of Language Education.
Pub Date-Oct 79
Note-13p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation Methods, *Minimum Competency Testing, Secondary Education, *Writing (Composition), *Writing Skills
Identifiers-*Writing Evaluation

This report discusses a plan to help Georgia school systems develop their own evaluation instruments for student writing. The report indicates that the use of actual writing samples in assessing writing skills can be valid, reliable, and economical. It includes attachments with sample writing scores from a school, the purposes and statistics that are relevant to various levels of the educational process, a description of the development and use of a sample writing instrument, a sample test, a sample rating sheet, correlations between two raters of tests, and a description of expenditures involved in administering standardized tests and a writing sample test. ([illegible])

ED 183 823 CE 024 382

Military Curricula for Vocational & Technical Education. Carpentry Specialist, 3-15.

Air Force Training Command, Sheppart AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-1 May 74
Note-573p.; Not available in paper copy due to small and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Building Trades, *Cabinetmaking, *Carpenters, Construction (Process), Course Descriptions, Curriculum Guides, Equipment Utilization, Finishing, Hand Tools, High Schools, Learning Activities, Machine Tools, Postsecondary Education, Prefabrication, Study Guides, *Trade and Industrial Education, *Woodworking, Workbooks
Identifiers-Military Curriculum Project

This plan of instruction, lesson plans, and study guides and workbooks for a secondary-postsecondary-level course in carpentry is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 233.5-hour course is to provide basic-level training in carpentry. The following topics are covered: carpenter's hand tools, portable power tools, and shop tools; construction and maintenance of wood structures; installation of building hardware; and erection of prefabricated buildings. The plan of instruction, which suggests number of class instruction, shop, and study hours devoted to each course objective, is based on four blocks of instruction: Introduction to Carpentry (5 units), Cabinet Construction (9 units), Building Construction (6 uqits), and Building Finishing Work (7 units). Contents of the lesson plans include criterion objectives, equipment needed, outline with presentation and application, evaluation, and assignment. Study guides present the information needed to complete the unit or make assignments in other publications which contain the required information. Workbooks contain work procedures such as missions (exercises), problems, and questions. Although not provided, two textbooks, Modern Carpentry and Modern Woodworking, are required, and five films are recommended. (YLB)

ED 183 877 CE 024 497

McCaslin, N. L. Walker, Jerry P.

Career Education Measurement Handbooks. A Guide for Improving Locally Developed Career Education Measures. Research & Development Series No. 167.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-NE-C-00-3-0079

Note-60p.; For related documents see CE 024 495-499.

Available from-National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($3.80; $30.00 for complete set).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Education, *Educational Assessment, Guidelines, *Measures (Individuals), Readability, Sex Fairness, *Test Construction, Testing, Test Reliability, Test Selection, Test Validity

This document is the third volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. Divided into seven major sections, this handbook is designed to provide practical guidelines for improving career education instruments developed at the local level. It is primarily intended for people who lack training in evaluation and measurement but are responsible for this type of work. A brief introduction providing a checklist for rating career education instruments precedes the first section, which includes guidelines for planning and designing career education instruments. Sections 2 and 3 present information on checking reliability and determining validity, respectively. Eliminating stereotypes is the topic of section 4. Section 5 presents guidelines for devising the format. Section 6 discusses readability, and section 7 provides guidelines for examining content validity and internal consistency reliability. (BM)

ED 183 935 CE 024 619

Pinsonnault, Judy

Children's Occupational Stereotypes as a Function of Classification Skill and Grade Level.

College of St. Rose, Albany, N.Y.

Pub Date-79

Note-43p.; Paper presented at the Annual Convocation of the Northeastern Educational Research Association (10th, October, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Comparative Analysis, Elementary Education, Females, Grade 1, Grade 3, Grade 5, Males, *Sex Differences, *Sex Stereotypes, Surveys

A study was conducted to determine if children's level of classification skill would mediate the development of their occupational stereotypes. The intent of the study was to describe differences in such stereotypes that occurred at different levels of grade and classification skill, as well as to extend the data dealing with sex differences in occupational stereotypes. Seventy-two children, thirty-five males and thirty-seven females, from grades 1, 3, and 5 of a Catholic elementary school responded to an instrument that measured their gender stereotyping of adult occupations. Prior to the administration of the dependent measure, the subjects completed a series of standard Piagetian tasks which divided them into three levels of cognitive development with regard to classification skills. Findings indicate that (1) grade effects occurred between grade 1 and the two upper grades, (2) subjects possessing multiple classification abilities differed from those in the two lower levels of classification skill, and (3) children of both sexes at all grades and levels of classification skill were markedly flexible in their responses when compared to an adult validation sample. (Implications for programs of career education are discussed in terms of social learning and cognitive developmental theories.) (LRA)

ED 183 954 CE 024 759

Levine, Jerrold M. And Others

Trainability of Abilities: Training and Transfer of Spatial Visualization. Technical Report.

Advanced Research Resources Organization, Bethesda, Md.
Spons Agency-Office of Naval Research, Washington, D.C.
Report NO.-ARRO-3010-TR3
Pub Date-Apr 80
Contract-N00014-77-C-0268
Note-67p.; For related documents see ED 150 428 and ED 167 840.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ability, Feasibility Studies, Geometric Concepts, Performance, *Performance Factors, *Sensory Training, *Spatial Perception, *Transfer of Training, *Visualization, Visual Perception, Vocational Education
Identifiers-Spatial Visualization

A project investigated the feasibility of training spatial visualization to facilitate transfer among tasks requiring these abilities and thus reduce training time and increase personnel flexibility. Eighty undergraduate college students participated in a study of from one to five days duration. Experimental subjects received extensive practice with feedback provided on a set of tasks known to require spatial visualization. Control subjects received no practice. All subjects were tested on two transfer tasks which were dissimilar to the training tasks but which required proficiency in spatial visualization for successful task performance. Results indicated that training did not significantly enhanced spatial visualization as measured by a standard ability test administered before and after training. There was no evidence that performance on the transfer tasks was affected significantly as a result of training, i.e., there was no transfer of training. Furthermore, there was no differential retention between trained and untrained groups. (Examples of training tasks are appended.) (Author/YLB)

ED 184 019 CG 014 249

Durio, Helen F.

The Measurement of Mental Imagery Ability: Single or Multidimensional Construct?

Pub Date-79

Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Analysis of Variance, Aptitude, Attribution Theory, *Cerebral Dominance, *Cognitive Ability, *Imagery, *Measurement Techniques, *Nonverbal Ability, Performance, Research Projects, *Visual Perception

The suggestion of an underlying dimension in mental imagery despite low correlations among objective spatial and self report measures was investigated using data from two independent samples of 131 college students. The first study revealed some factorial independence in imagery aptitude, while the second study investigated individual patterns of imagery ability in four mutually exclusive groups through analysis of variance procedures with repeated measures on four cognitive tasks. Interpretations from results of these two studies tentatively support differential attributes. Neurological literature suggests that: (1) major components of nonverbal cognition may be mental manipulation of external objects in space, imaginal body movements, and nonverbal conceptual representations; (2) this diversity complicates the construct of mental imagery; and (3) different neural centers in both left and right hemispheres are probably being tapped in various operationalizations of imagery aptitude. (Author)

ED 184 175 CS 502 855

Spillman, Bonnie And Others

A Dynamic Analysis of the Effects of Sex and Androgyny on Leadership Emergence.

Pub Date-Feb 80

Note-28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Androgyny, Behavioral Science Research, Females, *Group Dynamics, Higher Education, *Leadership, *Leadership Qualities, *Psychological Characteristics, *Sex Differences

Identifiers-*Communication Research

The influence of sex and androgyny on the emergence of small group leadership was studied. The subjects, 38 male and 28 female college students, were pretested on several personality measures, including Sargent and Miller's Leadership Questionnaire and Bem's Sex Role Inventory. Leadership in task and social situations was measured after four group meetings with the Spillman Fuzzy Leadership Matrix (FLM), which each group member used to rate all possible pairs of other group members. One of the most consistent findings was that personality variables influenced leadership emergence only during the initial stages of group interaction. Biological sex and psychological androgyny strongly affected leadership emergence during the first two group sessions, but their influence was minimal during the final two sessions. Contrary to expectations, females emerged as both task and social leaders, possibly because most of the females in the study exhibited masculine or androgynous sex characteristics. This would indicate that the best characterization of social and task leaders is via psychological sex type rather than biological sex. Since sex and sex type accounted for less than 15% of the total variance in leadership structure, other factors appeared to have greater effects on leadership emergence. (RL)

ED 184 198 EA 012 412

Principal Competencies. The Best of ERIC on Educational Management, Number 51.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, *Administrator Evaluation, *Administrator Role, *Administrators, Annotated Bibliographies, *Competence, Educational Administration, Elementary Secondary Education, *Principals, Teachers

The 11 documents and journal articles annotated here treat the general topic of principal competency. More specific subjects cover administrator evaluation and administrator role, as well as attitude surveys of administrative personnel. (LD)

ED 184 246 EA 012 568

Atherton, Peter J.
Educational Finances: Meeting the New Realities.
Pub Date-20 Oct 78
Note-19p.; Paper presented at the Fall Conference of the Ontario Association of Education Administrative Officials.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Contracts, *Cost Effectiveness, Declining Enrollment, *Educational Finance, Elementary Secondary Education, *Resource Allocation, *Teachers, Trend Analysis
Identifiers-*Ontario

The major problem facing educational administrators in the next decade will be the need to control costs within the context of reduced resources. This paper, by centering its discussion around the problem of declining enrollments, discusses the role of administrators in educational finance. Restrictions to cost control in Canadian schools are defined as the values and attitudes of the present group of senior administrative personnel, collective agreements with teachers, and political and administrative decisions made in the past. These three problems are discussed in depth followed by suggestions that would modify resource allocation systems and cushion the decline and the years that follow it. Included is an explanation of an averaging formula that can predict revenue and thus improve planning. (Author/LD)

ED 184 267 EC 123 353

Johnson, Carole M. And Others
Expanding Work Options for Exceptional Students: A Facilitator's Guide
Council for Exceptional Children, Reston, Va.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-79
Grant-G0078C006
Note-304p.; Includes a cassette and filmstrip
Available from-The Couqcil for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($28.50, $24.23 members; Publication No. 193); The self instructional manual may be purchased separately ($7.00, $5.95 members; Publication No. 194)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiotape Cassettes, *Career Education, *Disabilities, Elementary Secondary Education, Filmstrips, Instructional Materials, Learning Activities, Pretests Posttests, *Program Development, Programed Instructional Materials, *Program Implementation, Teaching Guides

The kit contains a facilitator's guide, a self instructional manual, a filmstrip, audio cassette, and transparency and handout masters for training regular or special educators (or others working with exceptional children and youth) to design and implement career education programs for their exceptional students. After introductory material, the facilitator's guide describes the purposes, content, and alternative uses of the filmstrip (and accompanying audio cassette), the self instructional manual, and the facilitator's guide. Followup activities to accompany each of the three sections of the self instructional manual are provided. Pre- and posttest materials for each of the manual sections are appended. The three main sections of the self instructional manual are: the fundamentals of career education, career education for exceptional individuals, and implementing career education for exceptional individuals. Activities designed to aid understanding are provided in each of the sections. (PHR)

ED 184 289 EC 123 490

Yamaguchi, Kaoru

The Application of Behavior Analysis to the Learning of Reading in a Retarded Child. Working Paper Series.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Pub Date-Nov 78

Note-14p.; RIEEC Research Bulletin 10.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, *Behavior Modification, Case Studies, Elementary Education, Exceptional Child Research, Foreign Countries, Males, *Mild Mental Retardation, Operant Conditioning, Phonetics, *Reinforcement, *Symbolic Learning, *Timeout, Visual Learning

Identifiers-Japan

The study uqdertook to teach and fix the reading of meaningful symbols (hiragana, the Japanese syllabary alphabet, and kanji, Chinese characters) to a mildly retarded 7 year old Japanese boy. The phonological method was used to teach hiragana and pictures were used to teach kanji. Behavior modification using reinforcement and time out was employed. Results showed that the boy retained 90% of the letters taught by the phonological approach but was unable to retain the kanji numbers because his concept of numbers was as yet unformed. All reinforcement techniques and the time out procedure enhanced learning. Following treatment the boy's behavior changed; he correctly wrote the letters he had acquired, stopped getting out of his seat during class, and stopped crying so easily. (PHR)

ED 183 746 CE 024 141

Nevada Competency-Based Adult High School Diploma Project. Student Handbook.

Nevada Univ., Las Vegas. Coll. of Education.

Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.

Pub Date-79

Note-45p.; For related documents see CE 024 140-151.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Adults, Biological Sciences, Citizenship Education, *Competency Based Education, Consumer Education, Environmental Education, *Guidelines, Guides, Health Education, *High School Equivalency Programs, Instructional Materials, Language Arts, Mathematics, Physical Sciences, *Records (Forms), United States Government (Course), United States History

Identifiers-*Nevada CBAHSD Project

Developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) project, this student handbook accompanies a teacher's guide and ten curriculum guides which cover the following subjects: consumer education; environmental education; health; language arts; citizenship; American Government; United States History; mathematics; earth and physical science; and life science. This student handbook contains program procedures, a list of competencies for each of the ten subject areas, and ten student record sheets (one for each subject area). (BM)

Fraser, Renee White Shani, Hadasa
Selected Bibliographies and State-of the-Art Review for Socio-cultural Factors in Health. Volume 4: Socio-cultural Factors in Health References. International Health Planning Reference Series.
Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.
Report NO.-DHEW-PHS-79-50093
Pub Date-79
Contract-282-77-0128
Note-88p.; For related documents see CE 024 223-237.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies, *Behavior, Beliefs, *Cultural Influences, *Delivery Systems, Developing Nations, Evaluation, Health Education, *Health Services, Literature Reviews, Medical Care Evaluation, *Planning, Psychology, Public Health, *Social Influences, Technology Transfer, Values, Vocational Education
Identifiers-Africa, Asia, Central America, Middle East, South America

Intended as a companion picce to volume 4 in the Method Series, Sociocultural Factors in Health Planning (CE 024 232), this fourth of six volumes in the International Health Planning Reference Series is a combined literature review and annotated bibliography dealing with social, cultural, and behavioral aspects of delivering, planning, and assessing health care in developing countries. The review identifies literature relevant to anthropological, sociological, and ethnomedical contributions to the study of health care systems. The first part offers background material for understanding cultural belief systems related to health in Central and South America, Africa, and Asia (definitions of health). In the second part the responses to illnes and beliefs regarding health that permeate any culture are described at the generic level. The third part reviews transcultural commentary on providing modern medicine to couqtries still using traditionl medical systems. Two case studies are included. The 193 references included in the review are contained in the bibliography. The format for each entry is author, title, source or publisher, data of publication, and annotation. (YLB)

Pre-Employment Laboratory Education. Home Furnishings/Interior Design Guidebook.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-Feb 79
Note-180p.; For related documents see CE 024 314-318.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50).

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Guides, Furniture Arrangement, Home Economics Skills, *Home Furnishings, *Interior Design, Job Skills, Lesson Plans, *Occupational Home Economics, Program Descriptions, Program Development, Secondary Education, Teaching Guides
Identifiers-Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in pre-employment laboratory education (PELE) home furnishing/interior design programs. The first of two major sections includes an overview for teachers on planning, conducting, and evaluating a home furnishings/interior design program. Specific topics discussed in section 1 include (1) facilities and equipment, (2) teacher responsibilities, (3) student selection, (4) scheduling, (5) classroom instruction, (6) laboratory management, (7) laboratory experiences, and (8) utilization of class output. Section 2 presents the PELE home furnishings/interior design curriculum. Lesson plans are presented within five areas: construction of home furnishings items, design in home furnishings, arrangement of interiors, floral design, and introduction to the home furnishings industry. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA)

ED 183 841 CE 024 408

Gardner, David C. And Others
Allied Health Dictionary 2. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-46p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Allied Health Personnel, Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, Hospitals, Housekeepers, Individual Instruction, Instructional Materials, *Learning Disabilities, *Medicalservices, *Remedial Instruction, Secondary Education, Small Group Instruction, Vocabulary, *Vocabulary Development, Vocational Education
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Allied Health series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (1) Body Positions, (2) Bed Positions, (3) Travel Aids, and (4) Wheelchair. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 407 and CE 024 409. An accompanying teacher's manual is available separately as CE 024 406. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 896 CE 024 526

Military Curricula for Vocational & Technical Education. Drafting I, 6-3.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 75
Note-389p.; Small type throughout this document will not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Behavioral Objectives, Course Descriptions, Curriculum Guides, Drafters, *Drafting, *Engineering Drawing, Engineering Technicians, Geometric Concepts, High Schools, Learning Activities, Manuscript Writing (Handlettering), *Orthographic Projection, Postsecondary Education, Technical Education, *Technical Illustration
Identifiers-Military Curriculum Project

This outline of instruction, instructor guide, and student job sheets for a secondary-postsecondary-level course in Drafting I are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the sixty-three-hour course is to teach the student to use drafting tools and perform the techniques and procedures related to basic drafting. The plan of instruction suggests number of hours of classroom and practical experience time for nine lessons: Lettering, Technical Sketching, Geometric Construction, Orthographics Sections and Dimensions, Auxiliary Projection, Isometric and Oblique Drawings, Reproduction Processes, and Tracing. The outline of instruction gives objectives; lists of texts, references, tools, equipment and materials, training aids and devices, and training aids equipment; and a master schedule. Instructor guides provide lesson plans with an outline of instructional content, instructor and student activities, criterion objectives, tests, and review questions and answers. Eight job sheets are provided. A required chapter from a recommended text is included; other military and commercially published books, slides, transparencies, and films are suggested. (YLB)

ED 183 974 CG 014 185

Shaffer, Carolyn S. And Others

Cognitive Behavior Therapy: A Comparison of Group and Individual Formats.

Pub Date-4 Sep 79
Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), *Anxiety, Behavioral Science Research, Cognitive Processes, Comparative Analysis, *Counseling Effectiveness, *Depression (Psychology), Emotional Response, *Group Therapy, Methods, Responses, *Therapy

The relative efficacy of both group and individual cognitive behavior therapeutic approaches in treating anxiety and depression are evaluated and then compared to an interpersonal group therapy approach. The two major hypotheses are that group cognitive behavior therapy is at least as effective as individual cognitive behavior therapy, and that group or individual cognitive behavior therapy is significantly more effective than interpersonal group therapy. The 44 subjects, ranging in age from 21 to 41, were all seeking relief from symptoms of anxiety and/or depression. They were randomly assigned to one of three treatment modalities: (1) cognitive behavior therapy group, (2) interpersonal group therapy or (3) individual cognitive behavior therapy. The three treatments were compared as to their efficacy with this patient population. Results indicated that cognitive behavior therapy in a group format was as effective as individual cognitive behavior therapy in producing significant improvement in depression, anxiety, and assertiveness. All three experimental groups improved significantly from pre to post treatment on all dependent measures. An inverse relationship was found between depression and assertiveness and between anxiety and assertiveness on both pre- and post-treatment measures. (Author/BMW)

ED 183 997 CG 014 222

McDavis, Roderick J. Parker, Woodrow M.

Using Self Awareness and Effective Communication for Helping Ethnic Minorities With Career Guidance. Module 46.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-76p.; For related document see CG 014 221
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Guidance, *Communication Skills, Elementary Secondary Education, *Ethnic Groups, *Ethnic Stereotypes, Guidance Personnel, Helping Relationship, Minority Groups, Postsecondary Education, *Self Concept, Skill Development, *Social Bias

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with ethnic minorities in school settings, kindergarten through postsecondary level. The goal of this module is to help participants learn about: (1) their attitudes toward ethnic minorities; (2) effects of stereotyping; (3) communication skills; (4) behaviors designed to improve relationships; and (5) career guidance materials for ethnic minorities. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 184 043 CG 014 334

Westefeld, John S. And Others

Effects of Role Playing Instructions on Assertive Behavior: A Methodological Study.

Pub Date- 77
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, *Assertiveness, *Behavior Change, Change Agents, Feedback, *Instruction, *Instructional Development, Research Projects, *Responses, *Role Playing

The effects of instructional variations during a role playing assessment on the assertive behavior of untrained, low assertive college students were investigated. Based on the responses of 1,392 students, 80 students who indicated a moderate to severe problem in refusing requests, and expressed interest in an assertion training workshop, were randomly assigned to one of eight assessment groups in a 2x2x2 factorial design. The instructions varied on three factors knowledge of type of assertive behavior under study x knowledge of criteria for effective behavior x instructions on how to act (normally vs. effectively). Results indicated that Factor 1 affected pulse and self-reported anxiety; Factor 2 affected response latency and duration; and Factor 3 affected a posttest self-report measure of refusal behavior. Content was not affected. Implications for subject selection, training procedures, and the assessment of effects of training are discussed. (Author)

ED 184 065 CS 005 299

Brown, Beryl E.

Probing Skills for Tutors.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, HI, April 7-10, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education, *Inquiry, *Questioning Techniques, *Teaching Methods, Training Methods, *Tutors, *Workshops

The Office of Academic Support and Instructional Services (OASIS) at the University of California at San Diego sponsors a workshop that teaches tutors to use five types of probing skills. The use of the skills is fundamental to the student learner's acquisition of complex relationships and problem solving skills. The five types of probes are: clarification (direct questions that ask students to reiterate their responses), critical awareness (help students justify their answers), refocus (focuses the student's attention on relationships), prompt (giving a hint when the student seems unable to answer), and redirect (asking another student to respond or comment). The workshop was designed to introduce probing skills as an important tool in tutoring, provide participants with examples of probing skills, give practice using probing skills, and demonstrates how the OASIS program conducts a workshop as part of a four-unit course on tutor training. Videotapes are used as are discussion and observation. (Appendixes include a summary of probing techniques and examples of each and a probing skills coding form.) (TJ)

ED 184 087 CS 005 335

McKenna, Michael C., Comp. Robinson, Richard D., Comp.
An Introduction to the Cloze Procedure: An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date-80
Note-41p.
Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 325, $1.50 member, $2.00 non-member)
Pub Type- Reference Materials - Bibliographies (131) - Books (010)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Cloze Procedure, Elementary Secondary Education, *Reading Comprehension, *Reading Diagnosis, *Reading Instruction, Reading Skills, Reading Tests, Teaching Methods

The aim of this bibliography is to provide a reference on the cloze procedure that will be useful to both the practitioner and the researcher. The selection of material was made on the basis of the following criteria: the importance of the source as a contribution to cloze research; the extent and usefulness of the source's bibliography as a guide to related research; the implications of the material for practitioners; the suggested possibilities for future research using the cloze procedure; and the ease with which the original source can be obtained. The sources are arranged in nine categories: background reviews, comprehension and readability, statistical and constructional issues, the psychology of cloze, contextual phenomena, cloze as a teaching device, foreign language applications, and cloze and maze. (FL)

ED 184 109 CS 005 364

Sullivan, Emilie P.

Using Music to Teach Reading: State of the Art Review.

Pub Date-79
Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Auditory Discrimination, *Interdisciplinary Approach, *Listening Skills, Music, *Music Activities, Music Education, Music Reading, Reading Achievement, *Reading Instruction, Reading Research, *Reading Skills

The literature on using music to teach reading was reviewed, revealing that the majority of articles published on the topic were testimonials of instructional music program effects on language reading skills attainment. Discussion articles primarily cited individual experiences in using music, often singing, to aid in the acquisition of reading skills. The articles that were not based on research frequently mentioned positive affective results from a music/reading approach. The research articles were divided into those investigating the commonalities of music reading and language reading, and those investigating the effect of particular music instruction programs on reading achievement. The research results seemed to indicate that there were positive relationships between factors in music ability (musicality) and language reading ability, but that correlations ranged from low positive to high levels of significance. Studies of the effect of music instruction on reading skill acquisition had mixed results, some indicating that music instruction may have enhanced auditory discrimination skills. Apparently some music programs have a facilitative effect on reading performance through their development of listening skills and attention span. (Author/RL)

ED 184 131 CS 205 441

Competency Testing and Beyond: Improving Student Writing. Conference Presentation (Albany, New York, May 24-25, 1979).

New York State Education Dept., Albany. Bureau of English Education.
Pub Date-May 79
Note-128p.
Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Elementary Secondary Education, Learning Activities, *Minimum Competency Testing, Parent Role, *Student Improvement, Teacher Role, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills
Identifiers-*Composition Process

This booklet contains selected proceedings of the 1979 conference entitled Competency Testing and Beyond: Improving Student Writing'' held in Albany, New York. Topics covered in the 17 selections are: the real'' world and the teaching of English, what has been learned about competency testing in writing, the composing process, diagnosing student writing, effective teaching of composition, the Capital District Writing Project in Albany, teaching sentence structure without grammar, using choral reading to practice composition skills, operating a writing skills laboratory on a low or no budget, parental involvement and the writing skills of secondary school students, approaches to the teaching of composition in the elementary school, suggestions for motivating students to write, teacher intervention during the composing process, competency testing controversies, and writing today and tomorrow. (FL)

ED 184 153 CS 502 828

Shedletsky, Leonard J.
Cerebral Asymmetry for Aspects of Language Processing.
Pub Date-Feb 80
Note-36p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Auditory Perception, Auditory Stimuli, *Cerebral Dominance, *Language Processing, *Language Research, *Listening Comprehension, *Neurolinguistics, *Verbal Communication
Identifiers-*Communication Research

In a previous study, subjects that heard a monaurally presented two-clause sentence immediately followed by a probe word (identical word recognition) were faster at recognizing the probe as a sentence word with their left ears than with their right ears. This result suggested that the right ear was particularly efficient at transforming linguistic, auditory stimuli into an abstract representation of meaning. In a replication of this earlier study, 20 college students completed either the task for identical word recognition or a task requiring semantic matching (saying a synonym). As predicted, the structural task produced a left ear advantage similar to the earlier results, while the semantic task produced a right ear advantage. Right/left ear reaction times varied as a fuqction of both task and the position of the target word. Right ear responses exhibited particular difficulty with recognizing words in initial clauses, while the reaction times between the left and right ears for initial clauses did not differ in the synonym task. Left and right ear reaction times were similar for recognizing words in final clauses; but the left ear was significantly slower than the right ear in the semantic matching of target words in final clauses. These ear differences support the view that the human brain is functionally symmetrical for language processing functions. (Author/RL)

ED 184 223 EA 012 536

Ratsoy, Eugene W. And Others

Evaluation of the Education Practicum Program 1977-1978. Faculty of Education Program Evaluation Report Number 1.

Alberta Univ., Edmonton. Faculty of Education.

Pub Date-Oct 78

Note-141p.; For related documents, see EA 012 537-540. Appendices may not reproduce clearly due to small print.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Cooperating Teachers, Coordination, Higher Education, *Practicums, *Program Evaluation, Program Length, Questionnaires, Student Evaluation, *Student Teaching, Teacher Education

Identifiers-*University of Alberta (Canada)

Designed as the first stage of a four-year evaluation of the education practicum program at the University of Alberta, this study had two major purposes. The first was to provide a pool of data to serve as a base line against which to compare new practicum programs. The second was to identify satisfactory and unsatisfactory aspects of the program. Questionnaires and interviews were given to participants in the three major practicum courses offered. Data analysis was accomplished through frequency counts, descriptive statistics, tests, analysis of variance, and chi squares. A total of 41 separate findings emerged concerning the structure and content of the practicum, student preparation for the practicum, integration of the practicum with education courses, role of the cooperating teacher, role of the faculty consultant, student evaluation procedures, external organizational procedures, external organizational aspects, effectiveness in overcoming the deficiencies of student teachers, and achievement of critical objectives. Mean overall ratings indicated a moderate to good assessment of the practicum program. Companion publications examine other aspects of the teacher preparation program. (Author/JM)

Chapnick, Ellen P.
On the Road to Safety and Health. A Manual for Road Crews.
American Federation of State, County and Municipal Employees, New York, N.Y. District 37.
Spons Agency-Occupational Safety and Health Administration, Washington, D.C.
Pub Date-Oct 79
Grant-EBF-9P104
Note-81p.; Some illustrations will not reproduce well due to small type.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials (130)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Health, Health Conditions, Health Education, Health Services, Injuries, Postsecondary Education, *Road Construction, *Safety, Safety Education, Traffic Safety, *Unions, Vocational Education, *Work Environment
Identifiers-*Occupational Safety and Health

This occupational safety and health handbook is designed for use as an educational tool in safety and health training classes for road workers. The first of six major sections, Caution Work Ahead, identifies principles of controlling hazards and discusses how the law can help improve safety and health conditions. Section 2 describes three common safety hazards: traffic; vehicles, equipment, and tools; and fire. Health hazards such as chemicals, noise, weather, and stress are discussed in the third section. The fourth section explores methods for using the union to improve safety and health on the job. Specific topics discussed include the grievance procedure, health and safety committees, labor management committees, and doing research. Section 5, Minimizing the Effects of Hazardous Work, explains emergency medical procedures, detection of long range illness, workers' compensation, disability insurance, and other legal actions. The final section provides a resource list for more information and help on specific problems. A glossary of unusual and technical terms is appended. (LRA)

ED 183 802 CE 024 349

The Alma College Career Preparation Program. Final Report, October 1, 1977-December 31, 1978.

Alma Coll., Mich.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.--554AH70329

Pub Date-78

Grant-G0077C0108

Note-182p.; For related documents see ED 132 284 and ED 138 786. Some pages marginally legible

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Career Development, *Career Education, *Career Planning, *Colleges, Consultation Programs, Decision Making, Faculty Development, Liberal Arts, Postsecondary Education, *Practicums, Program Development, *Program Evaluation, *Program Implementation, Workshops

Identifiers-Alma College MI, Education Amendments 1974

A career preparation program (CPP) at Alma College, Alma, Michigan, intended to strengthen career planning services, add new programs supporting and augmenting liberal arts program strengths, more effectively integrate educational progress with plans to enter the world of work, and develop faculty career planning skills and liaison with business, research, industry, and public service. Activities included a pre-school advisors' workshop, advisor contact with professionals, Career Consultant Network, career exchange between students and professionals, practicum program, and career preparation workshops. Evaluation of two pilot groups and members of the classes of 1978, '79, '80, and '81 assessed (1) career development growth using the Assessment of Career Decision Making, (2) learning of career planning skills and information, (3) placement readiness, and (4) the relationship of participation in career education activities to skills identification and independent career planning activities. Findings indicated that CPP participation led to improved scores in decision making for students dissatisfied with their choice upon entering college. Participation was positively correlated with satisfaction with major and arranging a practicum. Participation in a practicum was positively correlated with participation in CPP workshops. Participants were rated as having better resumes and reportedly higher skills development in communication and work-related skills. (YLB)

ED 183 859 CE 024 426

Marotz-Baden, Ramona Riley, Pamela

Teaching Module for Expanding Occupational Awareness of Preschool, Second, and Fourth Grade Children.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80252
Pub Date-79
Grant-G007800029
Note-157p.; For related documents see CE 024 425, ED 163 226, and ED 167 775.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavioral Objectives, *Career Awareness, Career Choice, Career Education, *Childrens Games, Elementary Education, Grade 2, Grade 4, Instructional Materials, Learning Activities, *Multimedia Instruction, *Nontraditional Occupations, Occupational Aspiration, Occupational Clusters, Preschool Education, Puzzles, Role Playing, Self Concept, *Sex Fairness, Sex Role, Sex Stereotypes, *Toys
Identifiers-Education Amendments 1974

These three modular units for preschool children (eight-week unit), grade 2 (nine-week unit), and grade 4 (six-week unit) were developed to facilitate career education by reducing sex-role stereotyping of occupations. (Final progress report of the project is available as CE 024 425.) Within each unit an outline for each week's activities details objectives, materials needed, and procedures. Worksheets designed to be mounted in student notebooks are provided for grades 2 and 4. The unit for preschool children emphasizes the development of curiosity about and interest in an occupation. The unit outline, which is designed for two lessons per week, is as follows: introduction to occupational clusters (week 1); session 1, flannel board and Me Doll activities, and session 2, socio/dramatic play, (weeks 2-7); and review (week 8). Emphasizing interest and ability, not sex or race, as critical factors in career choice, the grade 2 unit contains thirty-six (four per week) group and individual activities in seven occupational clusters: consumer and homemaking, construction, health occupations, public service, transportation, communications and media, and business and office occupations. The grade 4 unit is based on five sessions per week on these topics: Introduction to the Career Cluster Concept, Self and Family Awareness Attitudes, Interdependancy of Occupations, Girls Can! Boys Can! ((Educational Preparation for Employment)), and game review. (Brief sections on module revisions are included.) (YLB)

ED 183 878 CE 024 498

Adams, Kay Angona Walker, Jerry P.

Career Education Measurement Handbooks. Improving the Accountability of Career Education Programs: Evaluation Guidelines and Checklists. Research & Development Series No. 168.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-NE-C-00-3-0079

Note-103p.; For related documents see CE 024 495-499.

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($6.75; $30.00 for complete set).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Accountability, *Career Education, Educational Assessment, *Evaluation, Guidelines, Information Utilization, Measures (Individuals), Program Development, Program Implementation, *Program Improvement

This document is the fourth volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. Divided into thirteen units, this handbook is designed to show how evaluation can help improve the accountability of career education programs. Each unit is written to stand alone, and they are organized into a logical sequence from planning and implementing to using evaluation. An overview of the organization of the handbook precedes the first eight units, which are categorized under the topic Planning Evaluation. These uqits cover the following elements: purpose, audience, questions, process, staff, responsbility/authority, uniqueness, and planning standards. Unit 9 is included in the section called Implementing the Evaluation and includes an instrument checklist for rating an evaluation instrument against standard criteria. Units 10-13 are organized under the topic of Communicating and Using Evaluation Results. These units cover politics, report standards, dissemination, and use. A selected bibliography is included. (BM)

ED 183 915 CE 024 566

Driver Education Curriculum Guide.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Ohio State Dept. of Education, Columbus.
Pub Date- 78
Note-202p.; Sections of small type in this document will not reproduce well.
Available from-Ohio Department of Education, Division of School Finance, Driver Education Section, 65 South Front St., Rm. 811, Columbus, OH 43215
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Curriculum Guides, *Driver Education, Facility Guidelines, High Schools, Instructional Films, *Laboratory Training, Learning Activities, *Lesson Plans, Material Development, *Multimedia Instruction, Program Development, Programed Instructional Materials, *Simulated Environment, *Simulation, Teaching Methods

Incorporating the use of simulators, multimedia systems, and range setups, this driver education curriculum guide provides basic guidelines for the instructor and suggestions for supplemental student activities under these three instructional phases. An introductory section outlines the standards for driver education programs established by the Ohio Department of Education and makes suggestions for involving parents and the community. The multimedia guide includes sixteen lessons and suggestions for developing multimedia materials. Each lesson is designed to supplement existing prepackaged programs in two Aetna Life and Casualty multimedia systems Multimedia Series and IPDE Response Series. The second guide, which deals with the driving simulation phase, supplements the printed materials that accompany the simulation equipment and provides added learning, perceptual, and skill development activities. It includes thirteen lessons as well as suggestions for integrating the simulation phase into the driver education program. The third unit deals with the multiple-car range phase and discusses its definition and purposes, administrative considerations, facility design, and equipment. It contains eight lessons and supplementary activities. The format for each lesson plan in the entire guide provides some or all of the following information: related program(s) or film(s), task, objective, supplemental activities, teacher performances, and handouts. A concluding chart coordinates the three phases with classroom instruction. (YLB)

ED 183 936 CE 024 620

Beatty, Mary Ann

Career and Community Based Education. Career Education Inservice Training Package.

Charles County Public Schools, La Plata, Md.

Spons Agency-Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date-77

Note-189p.; Sections containing light and broken type will not reproduce well.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Career Development, *Career Education, Career Guidance, Community Resources, Course Content, Fused Curriculum, Guides, Individualized Instruction, *Inservice Teacher Education, Learning Modules, Sex Bias

Identifiers-Maryland

This career education inservice training package is designed to assist in the development and expansion of career education programs for K-Adult. Modules developed are intended to support leaders in addressing five general aspects of career education: (1) Introduction to Career Education, (2) Curriculum Infusion, (3) Career Guidance, (4) Home and Community Resources, and (5) Elimination of Bias in Career Development. Each of the five modules consists of a list of objectives, a set of transparency masters with an accompanying script, several follow-up activities, and a number of references. In addition, the training package contains a coordinator's guide that describes how to use the modules and outlines the content of each module. (LRA)

ED 184 176 CS 502 857

Kane, Peter E., Ed.

Free Speech Yearbook 1979.

Speech Communication Association, Falls Church, Va. Commission on Freedom of Speech.

Pub Date-79

Note-96p.; Best copy available.

Available from-Speech Communication Association, 5205 Leesburg Pike, Falls Church, VA 22041 ($4.50; 10% discount for members)

Pub Type- Collected Works - General (020) - Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Censorship, *Civil Liberties, Communication (Thought Transfer), *Court Litigation, Films, *Freedom of Speech, Jazz, News Media, Racial Discrimination, Sciences, *Speech Communication, United States History

Identifiers-*Supreme Court

The seven articles in this collection deal with theoretical and practical freedom of speech issues. Topics covered are: the United States Supreme Court, motion picture censorship, and the color line; judicial decision making; the established scientific commuqity's suppression of the ideas of Immanuel Velikovsky; the problems of avant-garde jazz, as they relate to freedom of expression and rhetorical art; the Supreme Court and the First Amendment to the Constitution, 1978-79; freedom of the press as an eroding legal concept; and Demosthenes' viable defense of free speech in civil service. A bibliography of materials pertaining to freedom of speech is also included in the collection. (FL)

ED 184 199 EA 012 463

Culbertson, Jack A.

Improvement of Educational Policy and Administration: The Role of International Organizations, Learned Societies, and Professional Associations.

Pub Date-28 Nov 79

Note-16p.; Paper presented at the Inter-American Congress on Educational Administration (1st, Brasilia, Brazil, December 10-14, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Administration, *Educational Improvement, *Educational Policy, Foreign Countries, *International Organizations, *Policy Formation, *Professional Associations

Identifiers-*Inter American Society Educ Leadership Development

Learned societies, professional associations, and international organizations have important roles to play in improving educational policy. This paper discusses the formation of the Inter-American Society for Educational Leadership Development, an organization for educational leaders in North, Central, and South America. The society serves its members through the dissemination of ideas and through the sponsorship of international research and development projects, all discussed in this paper. Also covered are the role of professional organizations in policy formation and the role of international organizations in improving educational policy and administration. (Author/LD)

ED 184 247 EA 012 569

Cochran, Judith
When the Principal Is a Woman.
Pub Date-80
Note-7p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Employed Women, Females, Literature Reviews, *Principals

Myths surrounding the effectiveness of women principals abound. This paper dispels some of those myths by citing studies that show (1) teacher morale in schools with women principals is either equal to or higher than that in schools with male principals, (2) women principals are more effective at resolving conflicts with staff members, (3) teachers believe there is no difference in the leadership abilities of men and women principals, (4) women principals more often bring about productive behavior on the part of their teachers, and (5) women principals speak and act more often as representatives of the group. The paper concludes that most anxieties associated with the myths can be dissipated by careful selection and preparation of women principals. (Author/LD)

ED 184 290 EC 123 491

Sternberg, Robert J.

Cognitive-Behavioral Approaches to the Training of Intelligence in the Retarded.

Yale Univ., New Haven, Conn. Dept. of Psychology.

Pub Date-Oct 79

Note-38p.; Cognitive Development Series. Technical Report 6.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Modification, *Cognitive Development, Educational Practices, Elementary Secondary Education, *Intellectual Development, *Intelligence, *Mental Retardation, Program Descriptions, *Training Methods

The article reviews the cognitive behavioral approaches to the training of intelligence in the mentally retarded. A proposed structure of intelligent behavior is presented that serves as the basis for classifying the intended foci of the various training programs. Selected training programs are reviewed in terms of this classification. The training programs described tend to concentrate on executive or metacomponential functions; on components of acquisition, retention, and transfer; or on components of performance in tasks requiring intelligent behavior. Consideration is given to the roles structural and motivational variables should serve in programs of training. Conclusions are drawn regarding the present and potential success of programs for training intellectual skills in the retarded. (Author/PHR)

ED 183 955 CE 024 763

Knowles, Em Claire

Dual Career Couple Relationships. An Annotated Bibliography, for Conference Presented by The Women's Resources and Research Center (University of California, Davis, April 11-12, 1980). UCD-Women's Resources and Research Center Working Paper Series No. 20.

California Univ., Davis. Women's Resources and Research Center.

Pub Date-Apr 80

Note-21p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstracts, Annotated Bibliographies, *Careers, Citations (References), *Employed Parents, *Family Life, *Family Problems, Home Management, *Marriage, Occupations

Identifiers-*Dual Careers

This annotated bibliography of readings related to dual career couple relationships is divided into eleven areas of focus. Sections included are (1) Alternatives to Rigid Work Imperatives; (2) Child Rearing in Dual Career Families; (3) Collaboration Strategies for Coping; (4) Definition, Trend, and Historical Perspective of Dual Career Couples; (5) Guiding Philosophies/Ingredients of a Successful Dual Career Marriage; (6) Job Seeking Experiences of Dual Career Couples; (7) Money Management; (8) The Relationship of Employment to Marital Happiness; (9) Role Strain/Conflict; (10) Sexuality and Fears of Outside Sexual Involvement; and (11) Time Management. The bibliography concludes with an author/title index. (LRA)

ED 184 020 CG 014 250

Kaminski, Robert C.

Saying Good-by: An Example of Using a Good-by Technique and Concomitant Psychodrama in the Resolving of Family Grief.

Pub Date- 79
Note-27p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, *Conflict Resolution, Counseling, Family (Sociological Unit), *Family Counseling, Family Problems, *Grief, *Interpersonal Relationship, Models, Patients, *Suicide, *Therapeutic Environment, Therapy
Identifiers-*Psychodrama

A structured technique for saying good-bye,'' or terminating a relationship, an important aspect of the therapeutic relationship, is presented. It consists of three distinct phases that are all dynamically interrelated, and can also be structured into separation caused by death. The technique is described in terms of three specific areas on which the patient is asked to elaborate: (1) what she/he has learned or remembers about the other person in the relationship; (2) a statement to the other person as to whether or not she/he will be missed; and (3) the actual saying of good-bye to each other. This technique has been implemented within a family coping with the suicide death of a husband/father, and utilizes the modality of a psychodrama to complete the grief therapy. The text of the three-phase psychodrama (warm-up, action, and post discussion) is included. (Author/HLM)

Consumer Education. Nevada Competency-Based Adult High School Diploma Project.

Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-42p.; For related documents see CE 024 140-151.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, *Consumer Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, Minimum Competencies, Skills, Tests
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on consumer education is divided into six topics. The topics included are Personal Finance, Insurance, Employment, Home, Taxes, and Consumerism. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook (see note). (BM)

ED 183 785 CE 024 316

Pre-Employment Laboratory Education. Child Care Guidebook.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-Jul 78
Note-333p.; For related documents see CE 024 314-318.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Care Occupations, Child Development, Curriculum Guides, *Day Care Centers, Home Economics Skills, Job Skills, *Occupational Home Economics, Program Descriptions, Program Development, Secondary Education, Teaching Guides
Identifiers-Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in secondary pre-employment laboratory education (PELE) child care programs. The first of two major sections includes an overview for teachers in planning, conducting, and evaluating a child care program. Specific topics discussed in section 1 include (1) the school-operated center, (2) the public child care center, (3) student selection, (4) scheduling, (5) laboratory experiences, (6) classroom instruction, and (7) evaluation. Section 2 presents the PELE child care curriculum. Lesson plans are presented within eight areas: introduction to child care services, environment, development, behavior, routines, children's program, special groups, and center management. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA)

ED 183 824 CE 024 383

Military Curricula for Vocational & Technical Education. Computer System Operation, 4-3.

Army Inst. of Administration, Ft. Benjamin Harrison, Ind.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Note-243p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavioral Objectives, Clerical Occupations, *Computers, *Computer Science Education, Course Descriptions, *Data Processing, Data Processing Occupations, High Schools, *Input Output, Input Output Devices, Learning Activities, Magnetic Tapes, Postsecondary Education, *Programed Instructional Materials, Secondary Education, Textbooks, Vocational Education
Identifiers-Military Curriculum Project

This program on instruction and programmed student texts for a secondary-postsecondary-level computer system operator course are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the ten-lesson course is to provide the necessary information to perform all steps that are required to prepare a job for processing on a computer system. The plan of instruction gives objectives and references for these lessons: Introduction to Data Processing; Punch Card Input and Output; Input and Output Printers; Magnetic Tape Input and Output; Magnetic Disk Input and Output; Channels, Control Units and Physical Addresses; Job Control Language; Concepts in Computer Processing; Application Programs; and Data Representation. The programmed student texts for each topic present all or some of the following information for each lesson: an introduction, objectives, training aids, training material, and self-evaluation (review exercises) with answers. (YLB)

ED 183 975 CG 014 186

Duke, Marshall P. Nowicki, Stephen

A Social Learning Theory Conceptualization of Interpersonal Relationships.

Pub Date- 79

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Not available in paper copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Concept Formation, Human Relations, *Interaction, *Interpersonal Relationship, *Learning Theories, *Social Development, *Socialization, Social Psychology, State of the Art Reviews

Identifiers-*Rotters Social Learning Theory

A new conceptualization of interpersonal relationship, based on the notions of specific and generalized expectancies and other basic tenets of Rotter's social learning theory, is presented. Interpersonal relationships are translated into the language of social learning theory, with its established body of literature and methodology. Two studies are presented based on this new concept of relationships within a four-phase social learning theory model. Data from the studies suggest the need for further exploration of the implications of social learning theory for the study of personality, human interaction and psychotherapy. (Author/BMW)

Staats, Elmer B.

Federal Juvenile Delinquency-Related Activities: Coordination and Information Dissemination Are Lacking. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C.
Report NO.-GGD-79-63
Pub Date-3 Aug 79
Note-46p.
Available from-United States General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, DC 20548 ($1.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Clearinghouses, *Coordination, *Delinquency, *Federal Legislation, *Government Role, Leadership Responsibility, *Program Development, Program Evaluation, *Public Administration, Social Action

A review by the General Accounting Office (GAO) of the Law Enforcement Assistance Administration's (LEAA) compliance efforts with the mandates of the Juvenile Justice and Delinquency Act suggests that little progress has been made. GAO recommends that LEAA: (1) catalog the overall Federal efforts to provide a meaningful basis for coordination of juvenile delinquency activities; (2) encourage additional interagency projects dealing with key youth issues; and (3) provide the National Advisory Committee and the Coordinating Council with the direction and resources to carry out their mandated responsibilities. The Office of Management and Budget should monitor LEAA's and examine whether it possesses sufficient authority to fulfill its coordination mandate. (Author)

ED 184 066 CS 005 302

Hall, William S. Dore, John

Lexical Sharing in Mother-Child Interaction. Technical Report No. 161.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 80
Contract-400-76-0116
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Dialects, Black Mothers, Cognitive Style, Early Childhood Education, Educational Research, Language Acquisition, *Language Research, *Language Usage, Middle Class Parents, *Mothers, *Parent Child Relationship, *Socioeconomic Status

An investigation was conducted of socioeconomic differences in the cognitive style and content of mother/child interaction, through the use of a task in which mothers attempted to get their children to point to the target item in an array of four pictures. Subjects were 32 mother/child dyads, half black and half white. Within each ethnic group, half of the subjects were from professional class families and the other half from nonprofessional class families. The children in the sample were between four and a half and five years old and attended nursery school. All of the children in the study performed at the same high level of proficiency 98% or above. The primary focus of this study was therefore the mothers' talk characterizing its semantic content, structural complexity, and pragmatic function, and discovering the variety of techniques and verbal strategies the mothers used to accomplish their task. Three general categories were noted: verbal relations, visual relations, and pragmatic relations. Findings indicated that social class was by far the most frequent main effect and that there were no significant differences between racial groups. The finding that working-class mothers used more requests for action and imperatives than professional-class mothers corroborates similar findings in other research. Unexpectedly, professional-class mothers used significantly more functional definitions than did the working-class mothers. (MKM)

ED 184 088 CS 005 336

Martin, Jane Sakiey, Elizabeth

Learning Sight Words by Combining Common Syllable Clusters: A Case Study.

Pub Date-Nov 79

Note-24p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, Elementary Education, *Learning Disabilities, Reading Difficulties, Reading Improvement, *Reading Instruction, *Reading Research, Reading Skills, *Sight Vocabulary, Syllables, *Word Recognition

A case study was conducted in which two subjects (a ten-year-old boy and an eleven-year-old girl) classified as neurologically impaired received instruction in identifying familiar syllables within words. The object of this approach was to direct the subjects' attention to familiar letter clusters, thus facilitating word identification. Individual tutoring in this technique took place three times a week for a 16-week period. The subjects responded well, learning to rely on structural cues. The findings suggest that the technique could be valuable as part of a reading instructional program for learning disabled students. (Author/FL)

ED 184 110 CS 005 373

Meyer, Bonnie J. F.

Text Structure and Its Use in the Study of Reading Comprehension Across the Adult Life-Span.

Pub Date-Apr 80

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Learning, *Cognitive Style, *Learning Processes, Memory, *Prose, *Reading Comprehension, Reading Processes, Reading Research, Reading Skills, Recall (Psychology), Retention (Psychology), Structural Analysis (Linguistics)

B. J. F. Meyer's approach to prose analysis is utilized in this paper to examine differences in learning and memory of text by readers across the adult lifespan. The analysis system is described briefly and compared to other approaches. Several studies are then summarized that employ this hierarchical analysis system to study learner characteristics of age and verbal ability. The paper concludes from these studies that age appears to influence strategies for deciding what is important to remember from text. It then reports on other studies that show that age and verbal ability appear to influence the ability of learners to utilize conceptual realtionships in hierarchically organized prose. (Author/FL)

ED 184 132 CS 205 442

Pederson, Beverley
Something to Chew On: Canadian Fiction for Young Adults.
Saskatoon Public Library (Saskatchewan).
Pub Date-79
Note-40p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescent Literature, Annotated Bibliographies, *Canadian Literature, Childrens Literature, Elementary Secondary Education, Foreign Countries, *Literature Appreciation, *Novels, *Short Stories
Identifiers-*Canada

An annotated bibliography of fiction about Canada or written by Canadian authors is presented. The list is intended as a guide for Canadian young adult readers in search of a literature they can identify as their own. It can also be used by librarians and teachers who need assistance in selecting novels and short stories for young Canadians. Over 300 titles are listed alphabetically. (RL)

ED 184 268 EC 123 415

Altman, Reuben
Toward a Comprehensive System of Inservice Training in Special Education. A Monograph in Two Sections: I. Issues and Problems in Inservice Education. II. Designing and Implementing Statewide Inservice Training Programs.
National Association of State Directors of Special Education, Washington, D.C.; University of Northern Colorado, Greeley.
Pub Date-Oct 79
Note-51p.
Available from-National Association of State Directors of Special Education, 1201 Sixteenth St., N.W., Washington, DC 20036 ($4.00)
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, *Compliance (Legal), *Disabilities, Elementary Secondary Education, Federal Legislation, Inservice Education, Needs Assessment, Program Administration, *Program Development, *State Programs, *Statewide Planning
Identifiers-*Education for All Handicapped Children Act

The monograph provides an overview of inservice education issues related to P.L. 94-142, the Education for All Handicapped Children Act; and considers approaches to designing and implementing statewide inservice training programs. Considered in the first section are the following topics: inservice provisions of P.L. 94-142; the proliferation of innovative practices; the role of inservice in personnel development; and the role of state, university, and local agencies in inservice. Among other issues addressed are accountability, fiscal difficulties, and implications of full or life'' certification. Ambiguities in P.L. 94-142 regulations, manpower distribution trends, and difficulties in relationships among agencies are included in a discussion of problems influencing inservice education. The second section focuses on the design and implementation of inservice training programs. The following aspects are examined (sample subtopics in parentheses): administering statewide inservice (organizing and managing the system); determining inservice needs (motivating participation and establishing inservice priorities); determining optimal systems (identifying and categorizing delivery modes and matching inservice modes to conditions); and evaluating and providing followup. (CL)

ED 183 897 CE 024 527

Military Curricula for Vocational & Technical Education. Physical Therapy Specialist, 10-9.

Air Force Training Command, Sheppart AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-22 Jun 77
Note-391p.; Sections containing small type will not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Allied Health Occupations Education, Anatomy, Behavioral Objectives, Competency Based Education, Course Descriptions, Curriculum Guides, Learning Activities, *Physical Therapy, *Physical Therapy Aides, Physiology, Postsecondary Education, Workbooks
Identifiers-Military Curriculum Project

This teaching guide and student study guides/workbooks are for a postsecondary course in the theory and practical application of physical therapy procedures and modalities needed to assist the physical therapist in administering physical therapy care. It is one of a number of military-developed curriculum packages selected for adaptation to vocational instructon and curriculum development in a civilian setting. The 197-hour course is divided into two blocks of instruction. Block I, Basic Sciences, contains three lessons covering 99 hours of instruction: Psychology of the Diseased and Injured (7 hours), Physiology (39 hours), and Anatomy (53 hours). Block II, Procedures and Modalities, contains three lessons covering 98 hours of instruction: Medical Conditions in Physical Therapy (18 hours), Physical Therapy Procedures (34 hours), and Physical Therapy Modalities (46 hours). Printed instructor materials include a course chart; a plan of instruction, criterion objectives, the duration of the lessons, and support materials needed; and a Specialty Training Standard for use in student performance evaluation. Student materials include three study guide/workbooks for Block I and four for Block II. The text suggested for use with the course, The Physical and Occupational Therapy Technician,'' is not provided. Audiovisual aids suggested for use with this course include twenty-nine films, three transparency sets, and four mini-texts. (MEK)

ED 183 998 CG 014 223

Winocur, S. Lee

Helping Elementary School Students Develop Decision-Making Skills. Module 47.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-102p.
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Decision Making Skills, Elementary Education, *Elementary School Students, Guidance Personnel, *Individual Needs, Models, *Self Concept, *Skill Development, *Student Development

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students at the elementary school level. The goal of this module is to help participants develop skills necessary to assist students in their decision-making processes. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 184 154 CS 502 829

Larson, Suzanne

The Rhetoric of Mary Daly: The Rhetoric of Naming.

Pub Date-Nov 79
Note-25p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Females, *Feminism, *Language Styles, Language Usage, Literary Criticism, *Literary Devices, *Literary Styles, *Persuasive Discourse, *Rhetoric, Rhetorical Criticism, Sex Stereotypes
Identifiers-*Daly (Mary)

As an initial step toward discovering whether a separate genre of women's rhetoric exists, this paper analyzes rhetorical forms used by Mary Daly in the book Gyn/Ecology.'' The paper first outlines criteria for determining whether a form has rhetorical significance and traces the historical background of the contemporary feminist movement. It then notes Daly's purposes in Gyn/Ecology'' including the stimulation of readers to exorcise elements of patriarchy by claiming control over language and to affirm the vision of a woman-identified society and summarizes the book's context and presumed audience. It next analyzes a number of Daly's stylistic strategies, including the use of unusual linguistic devices to create new meanings, the use of archaic word definitions free of patriarchal influences, and the mixing of analogies to demonstrate the widespread persuasiveness of stereotyping and naming. Its analysis of Daly's substantive strategies stresses that the inherent structure of the book affirms women's power to transcend societal biases and that the Sado-Ritual Syndrome'' described in the book is used to demonstrate the power of patriarchy and the need for women to escape from it. The paper concludes by pointing to problems in Daly's utopian vision and by noting that although Daly's forms meet the criteria for rhetorical significance, they do not in themselves prove the existence of a genre of women's rhetoric. (GT)

ED 184 200 EA 012 464

Farquhar, Robin H.

Promises and Pitfalls in the Development of Professional Associations.

Pub Date-14 Dec 79

Note-21p.; Paper presented at the Inter-American Congress on Educational Administration (1st, Brasilia, Brazil, December 10-14, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Administration, Foreign Countries, *International Organizations, *Models, *Professional Associations, Program Descriptions

Identifiers-*Canada

This paper discusses the development of a professional organization the Inter-American Council on Educational Administration. The first half offers a descriptive summary of five professional associations, several of them serving members internationally. The second half of the paper summarizes the advantages and disadvantages of professional organizations and offers suggestions for solving problems that arise. The paper concludes that every successful organization has devised unique characteristics of structure and operation that are appropriate to its purposes, clients, and setting. (Author/LD)

ED 184 224 EA 012 537

Ratsoy, Eugene W. And Others
Organizational Effectiveness in the Education Practicum Program 1977-1978. Faculty of Education Program Evaluation Report Number 2.
Alberta Univ., Edmonton. Faculty of Education.
Pub Date-Oct 78
Note-102p.; For related documents, see EA 012 536-540.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cooperating Teachers, Evaluation Methods, Higher Education, Organization, *Organizational Effectiveness, Organizational Theories, *Practicums, *Program Evaluation, Questionnaires, Role Perception, *Student Teaching, Teacher Education
Identifiers-*University of Alberta (Canada)

Designed to evaluate organizational effectiveness in the education practicum at the University of Alberta, this study had three purposes.

The first was to apply the concepts of organizational effectiveness to the design and administration of relevant evaluation instruments. The second was to conduct a pilot-test of items that might be incorporated in instruments used in a more formal evaluation. The third was to contribute to the base-line data in the ongoing evaluation of the practicum program. Information was collected through questionnaires from individuals directly involved in the planning or administration of the practicum. Researchers concluded that a conceptual framework drawn from the literature on organizational effectiveness is of value in evaluating programs of the kind considered in this report. The study also succeeded in identifying items that might be used in more formal evaluations. Finally, in spite of some limitations, the study contributed base-line data with implications related to goals of the practicum, roles of cooperating teachers, adaptability of schools in coping with change, and the relationships between the faculty of education and other organizations. One important need identified was the need to modify, clarify, and communicate the roles of persons involved in the practicum. Companion publications examine other aspects of the teacher preparation program. (Author/JM)

ED 184 248 EA 012 570

Cochran, Judith

What Women Must Do to Get Promoted in Student Personnel.

Pub Date-Mar 80
Note-9p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrators, *Career Development, *Employed Women, Females, Higher Education, Literature Reviews, *Promotion (Occupational), *Student Personnel Workers

The first step women in student personnel administration should take to increase their numbers in higher level positions is to identify themselves as promising and qualified employees. Their employers, too, have an obligation to identify promotable female employees and to support them in their efforts to leave entry level positions. Once identified, the women need formal advisement in the establishment of objectives, performance review, and couqseling to prepare them for positions of higher salary and responsibility. Finally, formal advisement combined with developmental experiences could help women administrators to obtain promotion and thus avoid lowering their career goals or leaving the student personnel field altogether. (Author/LD)

ED 184 291 EC 123 586

Lockavitch, Joseph F., Jr.

The Relationship of Lateral Awareness and Directionality to Academic and Intellectual Ability.

Sacred Heart Coll., Belmont, N.C.

Pub Date- 78

Note-27p.; Print is variable throughout; For related information, see EC 123 587

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Age Differences, *Cognitive Processes, Elementary Education, Exceptional Child Research, *Intellectual Development, *Learning Disabilities, *Spatial Perception

Identifiers-*Directionality, *Lateral Awareness

The relationship of lateral awareness and directionality with intellectual ability, academic achievement, and age was investigated with 288 first through third grade elementary school children. With the exception of first graders, Ss were administered three tests: the Lockavitch Test for Lateral Awareness and Directionality (LTLAD), the Short Form Test of Academic Aptitude, and the California Achievement Test. First graders were only given the LTLAD. Among results were that right-left labeling ability correlated closely with intellectual ability and academic achievement; children who had difficulty with right-left discrimination did not exhibit problems confined to one specific academic area; and complete mastery of the right-left discrimination items was not achieved by any grades in the study. Tables provide statistical data. (SBH)

ED 183 729 CE 023 974

Virginia State Adult Basic Education Administrative Guide for Local Programs and Projects under the Adult Education Act, P.L. 91-230 and Amendments.

Virginia State Dept. of Education, Richmond. Adult Education Service.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-1 Jul 79
Note-141p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Guides, *Adult Basic Education, Educational Objectives, Eligibility, Federal Programs, *Federal Regulation, Personnel Needs, *Program Administration, Program Budgeting, *Program Development, Program Guides, Staff Development, State Programs, Teachers
Identifiers-Virginia

This administrative guide was developed to provide local school divisions and other agencies operating federally funded Adult Basic Education (ABE) programs in Virginia with the purpose, requirements, and procedures for conducting these programs. The guide is divided into eleven sections. The introduction covers the purpose and scope of ABE programs, General Education provisions, program objectives, nondiscrimination regulations, and protection of rights and privacy. The next section, on local program plan of instruction, discusses purpose, general plan provisions, priorities, funding and application procedures, procedures and conditions for approving program applications, local advisory committee, and participatory planning committee. Sections 2-6 respectively cover personnel selection and certification, local and regional staff development, curriculum, testing, student eligibility, and student participation. The ninth section describes fiscal control and fund accouqting procedures, inlcuding payment of funds to local school division and other agencies, fiscal records and auditing, inventory of equipment, and expenditures under the three-year program plan. The tenth section on availability of funds for special projects and staff development includes state goals, objectives, and strategies, and application criteria. The concluding section is a compilation of forms. (EM)

ED 183 768 CE 024 227

Schaumann, Leif
Selected Bibliographies for Pharmaceutical Supply Systems. Volume 5: Pharmaceutical Supply Systems Bibliographies. International Health Planning Reference Series.
Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50094
Pub Date-79
Contract-282-77-0128
Note-29p.; For related documents see CE 024 223-237.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Delivery Systems, *Developing Nations, Evaluation, Health Education, Health Services, Literature Reviews, *Pharmacy, *Planning, Public Health, Resource Allocation, *Rural Areas, *Supplies, Vocational Education
Identifiers-Drugs

Intended as a companion piece to volume 7 in the Method Series, Pharmaceutical Supply System Planning (CE 024 234), this fifth of six volumes in the International Health Planning Reference Series is a combined literature review and annotated bibliography dealing with alternative methodologies for planning and analyzing pharmaceutical supply systems in rural areas of developing countries. The 110 references included in the review are contained in the bibliography which divides the references according to source: (1) U.S. government documents or reports; (2) supranational agency documents or reports; (3) industry, trade, and professional journals; (4) books, papers, addresses, and studies; and (5) miscellaneous. The format for each entry is author, title, source or publisher, date of publications, and annotation. (YLB)

Continuation of a Project Supporting Home-Based Career Education at the Preschool Level. Final Report.

Olympus Research Centers, Salt Lake City, Utah.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70500
Pub Date-29 Jun 79
Grant-G0077C0110
Note-28p.; For a related document see ED 164 927.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, Audiovisual Instruction, Career Awareness, *Career Education, *Demonstration Programs, *Home Instruction, Instructional Materials, Parent Education, *Parent Participation, *Preschool Children, Preschool Education, *Program Evaluation
Identifiers-Salt Lake City School District UT

In phase 2 of a cooperative venture with the Salt Lake City School District, Olympus Research Center demonstrated and disseminated a system of materials developed in phase 1 to extend career education for preschool children to the home. (See ED 164 922 for the final report.) The materials included a book, films, and filmstrips with audio cassettes. The guiding concept was that parents should be trained to provide positive career education support experiences to their children in the home. The demonstration involved training teachers to train sixty-seven voluqteer parents. Paticipants were representative of all ethnic groups in the area, handicapped and non-handicapped individuals, and an approximately equal ration of males and females. The evaluation included pre- and post-testing of parents and some follow-up visits by an outside evaluator and teacher debriefings. The pre- and post-test factor analysis indicated that program participants were more likely to take definite positions on issues, hold like opinions, define career education more inclusively, develop more conceptual categories concerning career education, and integrate career education and life experience. The project appeared to have been successful in training the parent as an extension of the educational system. (The career education opinion survey is appended.) (YLB)

ED 183 842 CE 024 409

Gardner, David C. And Others
Allied Health Dictionary 3. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-50p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Allied Health Personnel, Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, Hospitals, *Housekeepers, Individual Instruction, Instructional Materials, *Learning Disabilities, Medical Services, *Remedial Instruction, Secondary Education, Small Group Instruction, Vocabulary, *Vocabulary Development, Vocational Education
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Allied Health series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains three lessons: (1) Housekeeping Supplies, and (2-3) Housekeeping Tools. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 407 and CE 024 408. An accompanying teacher's manual is available separately as CE 024 406. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series. (YLB)

ED 183 937 CE 024 627

Holmes, Dennis H.

Summary Report of the Audit of an Evaluation of the Consolidated Services Demonstration Project.

Research and Program Evaluation Services, Springfield, Va.

Pub Date- 79

Note-27p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Attitude Change, Basic Skills, *Career Education, Community Involvement, *Compensatory Education, Coordination, *Disadvantaged Youth, High Schools, *Integrated Curriculum, Parent Participation, Program Development, *Program Effectiveness, Summative Evaluation, *Vocational Education

Identifiers-California

High attrition rate and under representation of educationally disadvantaged youth in vocational education programs were the policy issues behind the development and piloting of the Consolidated Services Demonstration Project in seven California high schools. The three-year project sought to integrate the separated programs for compensatory, vocational, and career education, thus making the curriculum and secondary school experiences of disadvantaged youth more relevant and cogent. Program objectives included the following: (1) improvement of basic skills; (2) generation of positive attitudes; (3) development of career and occupational competencies; (4) generation of cooperation and understanding between career education and vocational education administrations and staffs; (5) increase in parent and community involvement and awareness; and (6) integration of career education and vocational education programs and services. A summative evaluation was conducted to assess the impact of project objectives. Data were collected by pre/post achievement test data provided by two of the schools strongly suggested significant changes in achievement levels over the project period. (Specific results are provided for each objective.) (BM)

ED 183 956 CE 024 765

Assessing Changes in Job Behavior Due to Training: A Guide to the Participant Action Plan Approach.

Office of Personnel Management, Washington, D.C.
Pub Date- 80
Note-115p.
Available from-Superintendent of Documents, U.S. Government Printing Office, DC 20402 (Stock Number 006-000-01130-6, $5.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavior Change, Data Analysis, Data Collection, *Evaluation Methods, Evaluation Needs, Followup Studies, Information Needs, Job Performance, *Job Skills, *Job Training, Personnel Evaluation, Program Descriptions, *Program Effectiveness, Program Evaluation, Program Guides, Reports, Skill Development, Summative Evaluation, *Transfer of Training
Identifiers-Participant Action Plan Approach

This guide provides a brief introduction to the Participant Action Plan Approach (PAPA) and a user's handbook. Part I outlines five steps of PAPA which determine how job behavior is changed by training course or program participation. Part II, the manual, is arranged by the five steps of the PAPA approach. Planning for PAPA discusses making decisions about information needs, data collection method, and task assignment. In-Course Activities contains two lesson plans (Introducing PAPA and The Action Plan Exercises), including objectives, duration, sample scripts, and handouts. Two methods interview and questionnaire are overviewed in Follow-up Activities. Forms and sample materials are provided. Analysis and Conclusions describes four tasks: choosing the data, locating it, counting behaviors, and organizing the data. A chart correlates data needs to one of these data organization methods: matrix analysis, content analysis (learning objectives groupings, course modules/topics groupings, natural groupings), or supplemental information (planned behaviors, non-behavioral changes, comments about the training). The final step, Report, details development of each section of a recommended report format. Appendixes include Conducting the Interview, Sampling, The Code System for Keeping Action Plans, and a sample report. (YLB)

ED 184 021 CG 014 251

Rae, William A.

Promoting Behavior Change Using Operant Techniques in an Outpatient Clinic.

Pub Date-5 Sep 79
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Behavior Change, *Operant Conditioning, Parent Child Relationship, Parent Counseling, *Parent Education, Parents, *Problem Children, *Reinforcement, State of the Art Reviews, *Training Methods

The process of promoting behavior change in children described as being immature or antisocial with conduct or behavioral disorders can be enhanced by training their parents in operant techniques in an outpatient clinic setting. Most parents can respond to training because a theoretical understanding of operant techniques is not a prerequisite for being able to perform behavioral techniques. Parent training can be categorized into three types of approaches: educational groups, individual consultation, and controlled learning environments such as workshops. The treatment of choice, based on individual need, is often a combination of group and individual, and home- and office-based instruction. Parental resistance to the training is the major reason for program failure, and includes such factors as guilt, feelings of inadequacy, psychopathology within the family or marital relationship, and difficulty in complying with details. Counselor sensitivity to parental feelings is necessary if effective remediation is to occur. (Author/HLM)

ED 184 133 CS 205 443

DoDDS Language Arts Assessment Results, 1977-78.
Dependents Schools (DOD), Washington, D.C.
Pub Date- 78
Note-12p.
Pub Type- Reports - Research (143) - Numerical Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Federal Government, *Language Arts, *National Surveys, *Program Effectiveness, Secondary Education, *Writing (Composition), *Writing Skills
Identifiers-*Writing Research

The results of two large scale assessment efforts by the United States Department of Defense Office of Dependents Schools (DoDDS) are set forth in tabular form in this booklet. First described is the initial DoDDS assessment of composition skills administered to several thousand eighth and eleventh grade students in the spring of 1978 that consisted of a set of survey questions and the collection of two writing samples from each pupil. Pupil essays, scored on a system developed by the National Assessment of Educational Progress (NAEP), are compared to essays obtained in NAEP's 1974 national assessment of composition. An analysis of the survey responses mentions that over half the students state that they write less than three times per week in English classes, with 30% of eleventh and 21% of eighth grade students reporting that they write less than once per week. The second test described is the annual DoDDS English program assessment given to 1,600 eighth and eleventh grade students worldwide in the DoDDS system. Scores were compared to and averaged higher than the average pupil score on the NAEP. Weak areas cited for eighth grade students are literal reading comprehension and organization of sentences into a paragraph; for eleventh grade students weak areas are interpretive reading comprehension, English usage, and selecting topic sentences. (AEA)

ED 184 177 CS 502 858

Prisbell, Marshall Andersen, Janis F.

The Importance of Perceived Homophily, Uncertainty Reduction, Feeling Good, Safety, and Self-Disclosure in Interpersonal Relationships.

Pub Date-Nov 79
Note-40p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disclosure, *Identification (Psychology), Interpersonal Attraction, Predictor Variables, Safety, *Self Concept, Social Psychology, *Speech Communication
Identifiers-*Communication Research, *Homophily

An investigation was undertaken to assess the relationship of the independent variables of perceived homophily to the dependent variables of uncertainty reduction, feeling good, and safety. In addition, the relationship of uncertainty reduction, feeling good, and safety was assessed to the dependent variables of self-disclosure. The sample consisted of 162 adults drawn from elementary and secondary school teachers, college students, child development specialists, and members of a community service organization. Each subject received a packet containing scales measuring perceived homophily, uncertainty reduction, feeling good, relational safety, and self-disclosure, and each was instructed to complete the scales with a given target person in mind. The results indicated that perceived attitude-value homophily had a moderately high independent predictive power concerning uncertainty reduction, feeling good, and safety. Perceived background homophily and perceived appearance homophily had little or no independent predictive power to those variables. In addition, the independent predictive power of uncertainty reduction, feeling good, and safety was low for self-disclosure variables. Feeling good was the single best predictor of self-disclosive communication. (Author/FL)

ED 183 748 CE 024 143

Environmental Education. Nevada Competency-Based Adult High School Diploma Project.

Nevada Univ., Las Vegas. Coll. of Education.

Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.

Pub Date-79

Note-73p.; For related documents see CE 024 140-151.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, Curriculum Guides, *Environmental Education, *Evaluation Criteria, *High School Equivalency Programs, Minimum Competencies, Skills, Tests

Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on environmental education is divided into seven topics. The topics included are Human Carrying Capacity (The Ability to Foresee and Forestall), Human Population Growth, The Atmosphere, The Hydrosphere, The Lithosphere, Energy, and Ecosystem Components. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

ED 183 860 CE 024 431

Murphy, Jody

Career Choices: Reducing Sex-Role Stereotyping in Careers. A Model Career Decision-Making Program to Reduce the Effects of Sex-Role Stereotyping in the Career Choices of Senior High Students. Final Project Performance Report.

Jefferson County Public Schools, Lakewood, Colo.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 79
Grant-G007802030
Note-89p.; For related documents see ED 162 226 and ED 167 775.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Attitude Change, *Career Choice, Career Education, Community Involvement, *Decision Making Skills, Employment Opportunities, Equal Opportunities (Jobs), High Schools, *High School Seniors, Inservice Teacher Education, Parent Participation, Program Effectiveness, *Sex Fairness, *Sex Stereotypes
Identifiers-Colorado (Lakewood), Education Amendments 1974

A model career decision-making program to reduce the effects of sex-role stereotyping in career choices of senior high school students was conducted at Columbine High School (Lakewood, Colorado). Project goals included the following: (1) to provide students with self-awareness and career-decision-making activities designed to broaden options these students see for themselves; and (2) to provide parents, teachers, and community members with techniques and activities by which they can broaden, through their contact with students, the options that all students see for themselves. These goals were accomplished by teaching two careers classes for the students and by in-service programs for the influence groups.'' The program directly affected approximately sixty seniors, the entire counseling, library media, and administrative staffs, two parent groups, a teacher group, and a steering committee. An evaluation revealed very little difference between the two classes in terms of attitude toward sex-role stereotyping. Parents were found to be less concerned with their own learning and more concerned with the opportunities available to their children. Community members saw themselves as facilitators for realistic career planning for the students; and teachers expressed positive feelings about their inservice activities but wanted more time and information. A teacher resource manual and project brochure were made available for dissemination. (Author/BM)

ED 183 879 CE 024 499

Kester, Ralph J.
Career Education Measurement Handbooks. Using Systematic Observation Techniques in Evaluating Career Education. Research & Development Series No. 169.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-NE-C-00-3-0079
Note-71p.; For related documents see CE 024 495-498.
Available from-National Center Publications, The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 ($4.50; $30.00 for complete set). for complete set)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Education, *Data Collection, Educational Assessment, *Evaluation Methods, Guidelines, Information Utilization, Interviews, *Observation, Recordkeeping

This document is the fifth volume in a set of five Career Education Measurement Handbooks intended to help local education personnel in measurement and evaluation. Divided into seven chapters, this handbook is designed to provide practical guidelines for using observational techniques to take readings of the feelings, perceptions, and reactions of those persons involved or affected by a project. The first chapter provides an introduction and overview of the handbook. Chapter 2 provides some insight as to what can be evaluated. Chapter 3 presents a number of ways for systematically collecting data by observing, interviewing, and gathering data unobtrusively. The fourth chapter presents some ideas and insights to be considered when using the techniques discussed in chapter 3. Chapter 5 discusses ways of organizing, analyzing, and justifying the use of the data collected. Suggestions and exercises are provided in chapter 6 to increase the evaluators's ability to effectively observe and record events. Finally, chapter 7 presents a brief summary of the information contained in this handbook and nine checklists to help the user both review this information and plan systematic observations. A selected bibliography is also included. (BM)

ED 183 916 CE 024 570

Refresher Training Program for the Basic Emergency Medical Technician. Course Guide, 1979.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
Pub Date-79
Note-34p.
Available from-Superintendent of Documents, U.S. Government Printing Office, DC 20402 (Stock Number 050-003-00363-8)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Course Descriptions, *Course Evaluation, Course Objectives, *Emergency Squad Personnel, *Facility Requirements, Medical Services, Postsecondary Education, Refresher Courses, Teaching Guides
Identifiers-Department of Transportation

This guide for a refresher training program for basic Emergency Medical Technicians (EMTs) is designed to assure continuance of a uniformly high level of knowledge and skills among EMTs who have completed the U.S. Department of Transportation's basic training for EMTs. The first of four sections presents the purposes of the course, the role of the course administrator, an overview of the course including twenty lesson titles and objectives, the target audience, and a discussion of tailoring the course to local needs. The section on administering the course discusses scheduling, methodology, class size, instructor qualifications, and instructor orientation. Section 2, Resource Requirements, focuses on facilities and training aids and reference materials. The final section on evaluating the course discusses process evaluation and outcome evaluation. Appended material includes a sample application packet, handout materials, a resources table, and a process evaluation checklist. (LRA)

ED 183 976 CG 014 188

Diller, Leonard And Others

Demonstration of Benefits of Early Identification of Psychosocial Problems and Early Intervention Toward Rehabilitation of Cancer Patients. Final Report.

New York Univ., N.Y. Inst. of Rehabilitation Medicine.
Spons Agency-National Cancer Inst. (NIH), Bethesda, Md.
Pub Date-Mar 79
Contract-N01-CN-55188
Note-72p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cancer, *Identification, Individual Counseling, Individual Needs, *Intervention, Patients, Physical Health, *Psychological Patterns, *Rehabilitation, Special Health Problems, *Therapy

Early identification of psychosocial problems and early intervention with cancer patients can be beneficial to patient rehabilitation. This report focusses on: (1) developing and implementing an effective model program'' of psychosocial intervention for adult cancer patients; (2) evaluating the impact of intervention in ameliorating cancer patients' psychosocial problems; (3) developing procedures for documenting intervention; and (4) developing predictive criteria for patients who are psychosocially at risk.'' A retrospective study of 136 cancer patients whose psychosocial problems were systematically surveyed yielded findings which were used to develop, implement and evaluate a psychosocial intervention model. (Author/BMW)

ED 184 045 CG 014 336

Atkinson, Donald R. And Others

Effects of Reactive Expectation and Cumulative Charting on Self-Monitoring Study Behavior.

Pub Date- 78

Note-14p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Behavior Modification, Behavior Patterns, *College Students, *Expectation, Graphs, Higher Education, Intervention, Research Projects, Responses, *Self Evaluation (Individuals), *Student Motivation, *Study Skills, Undergraduate Students

Subjects were 46 undergraduates attending a major West Coast university who self-monitored their study behavior for four weeks under one of four conditions: (1) expectation of reactivity; (2) cumulative charting, (3) combined expectation and charting; and (4) control group (given no expectation or cumulative chart). Although definitive conclusions can not be made since the conventional level of significance (.05) was approached but not surpassed, trends in the data suggest a short-term charting effect and a long-term expectation effect. Possible sources of error variance and suggestions for future research are presented. (Author)

ED 184 089 CS 005 337

Putnam, Lillian R.

Skills and Techniques Useful in Developing Reading Abilities in Science.

Pub Date- 79

Note-15p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Area Reading, Elementary Secondary Education, Reading Comprehension, *Reading Instruction, *Reading Skills, *Science Instruction, *Word Study Skills

This guide to teaching reading skills in the science classroom incorporates methods primarily associated with teaching reading as an isolated subject. Recommendations include determining the students' reading instructional level, matching text materials to that level, developing vocabulary through context clues and Latin and Greek roots, and developing main ideas through study outlines. (AEA)

ED 184 111 CS 205 378

Jackson, Shirley A.

Implications of the 1978 Basic Skills Legislation for Communication Programs: A View from the Federal Level.

Pub Date-Nov 79

Note-18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, *Communication Skills, Cooperative Programs, Federal Government, *Federal Legislation, *Government Role, Government School Relationship, Literacy, Mathematics, Program Descriptions, Reading Skills, Skill Development, Writing Skills

This discussion of the Basic Skills Improvement Program (BSIP) formulated by the United States Congress strongly urges educators to develop programs that demonstrate the effectiveness of teaching basic skills in a comprehensive curriculum integrating reading, writing, speaking, and mathematics. The major functions of BSIP are explained as screening program ideas submitted, validating the effectiveness of promising practices and processes among elementary and secondary school students and functionally illiterate adults, and coordinating basic skills efforts at the federal, state, and local levels. Plans for dispersing the funds budgeted for the program and the process for submitting project proposals for funding are outlined. The last section of the paper discusses the implications that BSIP may have for already existing basic communications programs and defines key issues in developing programs in the future. (AEA)

ED 183 786 CE 024 317

Pre-Employment Laboratory Education. Clothing/Fashion Design Guidebook.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-Feb 79
Note-221p.; For related documents see CE 024 314-318.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Clothing Design, Curriculum Guides, *Fashion Industry, Home Economics Skills, Job Skills, *Occupational Home Economics, Program Descriptions, Program Development, Secondary Education, Sewing Instruction, Teaching Guides
Identifiers-Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in preemployment laboratory education (PELE) clothing/fashion design programs. The first of two major sections includes an overview for teachers on planning, conducting, and evaluating a PELE clothing/fashion design program. Specific topics discussed in section 1 include (1) facilities and equipment, (2) teacher responsibilities, (3) student selection, (4) scheduling, (5) classroom instruction, (6) laboratory management, (7) laboratory experiences, and (8) utilization of class output. Section 2 presents the PELE clothing/fashion design curriculum. Lesson plans are presented withn seven areas: sewing and pressing techniques, custom sewing, repair and alteration procedures, design in clothing, fashion design and production, fashion merchandising, and routine business procedures. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA)

ED 183 825 CE 024 386

Military Curricula for Vocational & Technical Education. Construction Electrician/Power and Communications Cable Splicing, 5-3.

Naval Construction Training Center, Gulfport, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 77
Note-734p.; Not available in hard copy due to light, small type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Building Trades, Communications, Course Descriptions, Curriculum Guides, *Electrical Systems, *Electricians, Grade 12, High Schools, Learning Activities, Postsecondary Education, Teaching Guides, Technology, *Telephone Communications Systems, *Trade and Industrial Education, Workbooks
Identifiers-Cable Assemblers, Military Curriculum Project

This curriculum outline, instructor's guide, and student's guide for a secondary-postsecondary-level course in construction electrician/power and communications cable splicing are one of a number of military-developed curriculum packages developed for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 341-hour course is to provide knowledge of the techniques and procedures for (1) joining power cable employing straight and branched joints, terminations, and live end caps for aerial and underground cable systems and (2) constructing straight budge and butt splices in lead and plastic sheathed communication cable. The plan of instruction is based on the following four-unit outline: Introduction (1 lesson, 5 hours), Telephone Cable Splicing (3 lessons, 91 hours), Power Cable Splicing (12 lessons, 238 hours), and Planning and Estimating (2 lessons, 7 hours). The curriculum outline lists objectives, hours of instruction, references, and equipment needs. Contents of the instructor's guide include instructional materials, objectives, criterion tests, homework, and outlines of instruction, including instructor and student activities. The student's guide contains objectives, information sheets, job sheets, and review exercises. A required chapter from a recommended text is also provided. (YLB)

Quinn, I. Thomas
Consulting in the Area of Career Guidance. Module 48.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-73p.
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Guidance, Change Agents, *Change Strategies, *Consultants, Consultation Programs, Counselor Role, *Counselor Teacher Cooperation, Elementary Secondary Education, Guidance Personnel, *Interprofessional Relationship, *Skill Development, Two Year Colleges

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students at the elementary, secondary, and community college levels. The goal of this module is to help participants develop entry-level consultant skills to use when assisting teachers to develop their career guidance efforts. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 184 201 EA 012 466

Ratsoy, Eugene W.

Organizational Environments, Interorganizational Linkages and Policy Making in Educational Organizations.

Pub Date-9 Dec 79
Note-20p.; Paper presented at the Inter-American Congress on Educational Administration (1st, Brasilia, Brazil, December 10-14, 1979).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, *Educational Environment, Literature Reviews, *Organizational Theories, *Policy Formation

The purposes of this paper are (1) to present a rationale for the investigation of the environments of educational organizations; (2) to examine recent literature on the nature and effectiveness of formal linkages between organizations; (3) to review recent studies, mainly Canadian, on organizational environments, bouqdary spanning, and interorganizational linkages in the field of education; and (4) to discuss the implications for educational policy formation and implementation. The summary states that education does have ambiguous goals, unclear technologies, and inadequate resources, and that loose coupling is evident within educational organizations. However, according to literature reviewed in the paper, loosely coupled educational organizations respond more effectively to environmental pressures and changes than do tightly coupled ones. (Author)

ED 184 249 EA 012 572

1980 Federal Funding Guide for Elementary and Secondary Education.

Education Funding Research Council, Washington, D.C.
Pub Date-80
Note-399p.
Available from-Education Funding Research Council, 752 National Press Building, N.W., Washington, DC 20045 ($27.95)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-American Indian Education, Bilingual Education, Elementary Secondary Education, *Federal Aid, Federal Legislation, *Federal Programs, Federal Regulation, Food Service, *Grants, Lunch Programs, Nutrition Instruction, *Program Descriptions, Special Education, Vocational Education
Identifiers-Department of Education

This guide is intended for those interested in applying for federal assistance for elementary or secondary education programs. It describes 91 programs mandated by Congress, with information on eligibility, restrictions, and awards. This 1980 edition contains material that is all new or updated since the last edition. Some of the new features include articles on the A-95 clearinghouse procedure (a clearance procedure to avert duplication and conflicts in community development programs), information on private foundations, a new section on what grant reviewers look for in an application, and the fiscal year 1980 allocations for the Title I basic and concentration grants, Title IV programs, and handicapped programs. The guide is divided into the following sections: tips for the federal aid coordinator, an overview of the Department of Education, and descriptions of federal aid programs. The programs described include special education, vocational education, bilingual education, nutrition and food service, and Indian education. A feature new with this edition is the Quick Check'' that offers brief information allowing readers to tell at a glance if a particular program would fulfill their needs. (Author/JM)

ED 184 269 EC 123 416

Maximizing Staff Potential: An Individualized Approach to Personnel Development.
National Association of State Directors of Special Education, Washington, D.C.
Pub Date-Nov 79
Note-39p.
Available from-National Association of State Directors of Special Education, 1201 Sixteenth St., N.W., Washington, DC 20036 ($4.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities, Elementary Secondary Education, *Individualized Instruction, *Inservice Education, Needs Assessment, Professional Development, Program Development, Program Evaluation, *Staff Development

Procedures for individualizing inservice for special education personnel are outlined and described. Six steps are pictured in a flow chart and detailed in the test (sample substeps in parentheses): establish organized management (establish agency goals, prepare explicit job descriptions of personnel responsibilities); prepare and administer staff development profile (identify content, methodology, delivery); formulate training activities on the basis of the profile (establish training priorities for individuals, sections, and the agency); prepare staff development training modules (establish training objectives, secure training resources); conduct staff development (carry out large group activities and individual contracts, motivate staff); and evaluate the training (conduct a 6 month followup survey and prepare an annual report.) (CL)

ED 184 292 EC 123 587

Lockavitch, Joseph F., Jr. Yates, Toni Smith

A Comparison of the Performance of Learning Disabled Students and Regular Classroom Students in the Areas of Lateral Awareness and Directionality.

Sacred Heart Coll., Belmont, N.C.

Pub Date- 78

Note-14p.; Print is poor in parts; For related information, see EC 123 586

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Elementary Education, Exceptional Child Research, *Learning Disabilities, *Spatial Perception

Identifiers-*Directionality, *Lateral Awareness

The study was designed to determine if there exists a significant difference in the right-left labeling ability of 15 learning disabled students as compared to 15 regular classroom students at the fourth grade level. Ss were tested for lateral awareness and directionality. Results supported the hypothesis that there exists a significant difference between learning disabled and regular classroom students in the areas of lateral awareness and directionality. It is concluded that children who exhibit difficulty with right-left labeling ability do not exhibit academically specific symptoms but rather can exhibit any combination of academic and nonacademic symptoms. (SBH)

ED 184 022   CG 014 252

Barak, Azy

The Development of the Counselor Rating Form and Its Cross-Cultural Adaptation.

Pub Date-4 Sep 79

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Behavior Rating Scales, *Counselor Client Relationship, *Counselor Evaluation, Cross Cultural Studies, Feedback, Foreign Countries, Helping Relationship, Interaction Process Analysis, Measurement Techniques, Perception, Research Projects, *Test Construction

Identifiers-*Counselor Rating Form, *Israel

The Counselor Rating Form (CRF) was developed as an instrument intended to measure clients' perception of counselor behavior on the dimensions of expertness, attractiveness and trustworthiness. The CRF was based on Strong's model of counseling as an interpersonal influence process and constructed to contain 36 bipolar adjectives, each 12 designed to measure a different entity. The reliability of the scales was fouqd to be approximately .80. The validity of this instrument was also examined by several studies. Additionally, the CRF was translated and adapted to fit the Israeli culture and language with further studies constructed to establish reliability and validity. (Author)

ED 184 067 CS 005 306

Goodman, Yetta M.

The Roots of Literacy.

Pub Date-Jan 80
Note-43p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (47th, Claremont, CA, January 18-19, 1980).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Context, *Developmental Stages, *Early Childhood Education, Educational Philosophy, *Educational Research, Educational Theories, *Language Acquisition, Language Enrichment, *Language Skills, *Literacy, Oral Language, Reading Skills, Writing Skills
Identifiers-Metacognition

This review of research with children aged two to six on their reading, writing, and oral language development speaks of five roots of a tree of literate life that require nourishment in the soil of a written language environment. The roots discussed are the development of print awareness in situational contexts, the development of print awareness in connected discourse, the development of the functions and forms of writing, the use of oral language to talk about written language, and metacognitive and metalinguistic awareness about written language. Examples of children's responses are used to support the concepts presented. Conclusions call for the need to be aware of the social, cultural, and economic forces that influence the development of literacy, to stop preparing children to read but rather to expand on their immersion in all kinds of reading and writing activities, and to recognize that literacy develops naturally in all children in a highly literate society. (AEA)

ED 184 090 CS 005 338

Davison, Alice And Others

Limitations of Readability Formulas in Guiding Adaptations of Texts. Technical Report No. 162.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-76-0116

Note-157p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Editing, Elementary Education, *Instructional Materials, *Readability, *Readability Formulas, *Reading Research, Textbook Preparation, Writing (Composition), *Writing Skills

Identifiers-*Center for the Study of Reading IL

In the past 30 or 40 years there has been much discussion about what factors contribute to readability in texts. In an attempt to characterize factors not measurable by current objective readability formulas, four texts that were adapted for younger readers were compared with their originals to see what kinds of changes adaptors had made and to assess the effectiveness of the changes. A taxonomy of the adaptive changes was developed and possible motivations behind the changes were suggested. Changes were found to be interdependent and influenced by factors such as assumed knowledge of the backgrouqd, definition of the discourse topic, logical ordering of ideas, and syntactic structure, as well as limitations imposed on passage length, sentence length, and vocabulary choice. Adaptation was found to be most successful when the adaptor functioned as a conscientious writer rather than as someone trying to make a text fit a readability formula. Based on these analyses, the use of readability formulas as guides to writing is not suggested. (Author/MKM)

ED 184 134 CS 205 445

Stallard, Charles K.

Writing Readiness: Perspectives on Learning to Write.

Pub Date-Mar 79

Note-14p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, PA, March 15-18, 1979).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *Concept Formation, Higher Education, *Readiness, Secondary Education, Teacher Effectiveness, Teaching Methods, *Writing (Composition), *Writing Skills

Identifiers-*Composition Process

Writing readiness is defined in this paper as the skills and understandings necessary for minimum success in completing a writing task. The skills discussed are divided into three areas of need: to give students a clear, operational concept of the function and structure of composition that includes the concepts of paragraphs, sentences, controlling idea, subordination, organization, development, audience, and purpose; to teach students an effective problem solving strategy for the task of composing that includes searching cognitive resources through discussion or writing, reflecting on what has been written, selecting and organizing content under a controlling idea, and revising; and to help students develop a command of syntax and vocabulary through the intensive and extensive reading of good writing. Listed as necessary for designing a writing curriculum are the recognition that growth in writing is highly individualistic and occurs slowly, that experimentation with language can improve writing skill, that setting realistic and personal writing goals is essential, and that writing improvement does not occur in isolation. Three categories of instruction are recommended at all levels of schooling to meet students' needs for writing readiness: experience with writing using a variety of modes, audiences, subjects, and purposes; positive, developmental feedback; and directed writing activities that break the task of composing into manageable steps. (AEA)

Friedrich, Gustav W. Powell, Robert

A Program for Improving Graduate Student Teaching.

Pub Date-Nov 79
Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Graduate Students, Higher Education, Part Time Faculty, Program Descriptions, *Speech Communication, *Teacher Education, Teacher Effectiveness, *Teacher Improvement, Teacher Workshops, *Teaching Assistants, *Teaching Methods

A program of teacher training that encourages graduate students in speech communication to develop an independent and inquiring style of teaching is outlined in this paper. The program described involves three phases: first, a preinstructional workshop designed to reduce the anxiety of graduate teaching assistants (GTAs) about instructional duties, to introduce GTAs to educational problems they will face and to methods and resources for coping with those problems, and to acquaint GTAs with available university resources; second, a series of lecture/discussions on instructional topics and opportunities to learn about teaching via performance and observation; and third, a summary of the term's experiences that leads to developing a plan for future improvement of teaching skills. (AEA)

ED 184 178 CS 502 859

Prisbell, Marshall

Criterial Attributes of Interpersonal Solidarity.

Pub Date-Feb 80

Note-36p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Emotional Response, *Identification (Psychology), *Interpersonal Attraction, Perspective Taking, Self Concept, Social Psychology, *Speech Communication

Identifiers-*Communication Research, *Homophily

An investigation was undertaken to further the conceptual and operational nature of interpersonal solidarity. Specifically, the investigation considered additional criterial attributes of solidarity to those previously studied by L. R. Wheeless. The sample consisted of 162 adults drawn from elementary and secondary school teachers, college students, child development professionals, and members of a community service club. Each subject received a packet containing scales measuring perceived homophily, interpersonal attraction, feeling good, and interpersonal solidarity, and each was instructed to complete the scales with a target person in mind. The results indicated that interpersonal attraction and perceived homophily were related constructs. In addition, perceived homophily and attraction were both found to be criterial attributes of interpersonal solidarity, while feeling good was found to be highly related to solidarity. (FL)

ED 184 225 EA 012 538

Ratsoy, Eugene W. And Others

Skills of Beginning Teachers and Perceived Effectiveness of Preparation Programs. Faculty of Education Program Evaluation Report Number 4.

Alberta Univ., Edmonton. Faculty of Education.

Pub Date-Mar 79

Note-94p.; Some tables and appendices may not reproduce clearly. For related documents, see EA 012 536-540.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes, *Beginning Teachers, Elementary Secondary Education, *Inservice Teacher Education, Interviews, Literature Reviews, Practicums, *Program Effectiveness, Program Evaluation, Questionnaires, Schools of Education, Teacher Attitudes, *Teacher Effectiveness, Teacher Evaluation, *Teaching Skills

Identifiers-*University of Alberta (Canada)

The purpose of this study was to identify the basic skills required for effective performance as a teacher and to assess the extent to which the teacher preparation program at the University of Alberta assisted its students in developing these skills. The sources of information were the literature on the topic and, primarily, interviews with 107 beginning teachers and their supervisors from schools in the greater Edmonton area. Information collected in the first stage of the study resulted in the identification of 21 skills classified in six areas: managerial, curricular, methodological, interpersonal, ecological, and evaluative. The second stage of the study showed that supervisor assessments of the skills of beginning teachers were generally more positive than teacher self-assessments. The study concludes that the findings confirm those of other studies conducted recently within the faculty, especially studies of the practicum program and the opportunity it affords to assist in the development of basic teacher skills. Companion publications examine other aspects of the teacher preparation program. (Author/LD)

ED 183 730 CE 023 980

Sherron, Ronald H.

A Longitudinal Study of Adult Basic Education in Virginia, 1970-1978.

Virginia Commonwealth Univ., Richmond. School of Education.

Spons Agency-Virginia State Dept. of Education, Richmond. Adult Education Service.

Pub Date-Sep 78

Note-218p.; Pages with broken type will not reproduce well.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Academic Achievement, Administrator Characteristics, *Adult Basic Education, Adult Students, Ancillary School Services, Basic Skills, *Educational Assessment, Enrollment, Enrollment Trends, Followup Studies, Instruction, Minimum Competency Testing, Profiles, Program Administration, *Program Effectiveness, Program Evaluation, Program Implementation, School Demography, School Districts, Scores, State Programs, State Surveys, *Student Evaluation, Tables (Data), Teacher Characteristics

Identifiers-Adult Performance Level, Virginia

A statwide evaluation study of Adult Basic Education (ABE) in Virginia was conducted during the 1977-78 school year and its findings compared to those of a 1970-71 study. The program factors addressed include the following: actions taken on the 1970-71 recommendations; student personnel services; instructional program; curriculum design; the demographic characteristics, educational background, professional experience and job activities of the local ABE supervisor, teacher, and counselor; and the profile and Adult Performance Level (APL) Survey results for ABE students. The findings indicated that action has been taken on thirty-nine of the seventy-five state-level recommendations made in the 1970-71 study. Many of the recommendations will take years to fully implement but progress is being made on most of then. Seventy-five percent (an increase of 12 percent since 1970) of the ABE supervisors indicated that their teachers did not have access to a trained counselor. There has been a slow but progressive growth in student enrollment since 1970. Currently, 89 percent of the teachers versus 87 percent in 1970 use heterogenous grouping within their classes. A good variety of instructional techniques are being used. The major shift since 1970 is a 10 percent decrease in field trips. The average score of 25.54 of the 1,251 students who took the APL Survey indicates that their level of functional competency is below average. (This report includes recommendations following each finding and 100 tables.) (EM)

ED 183 749 CE 024 144

Health. Nevada Competency-Based Adult High School Diploma Project.
Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-32p.; For related documents see CE 024 140-151.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *Health Education, *High School Equivalency Programs, Minimum Competencies, Skills, Tests
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on health is divided into ten topics. The topics included are Nutrition, Reproduction, Menstruation, Contraception, Alcohol Abuse, Tobacco, Immunization, Disease, Accident Prevention, and Emergency Procedures. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook (see note). (BM)

Selected Bibliographies and State-of-the-Art Review for Health Facilities Planning. Volume 6: Health Facility Planning References. International Health Planning Reference Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.
Report NO.-DHEW-PHS-79-50095
Pub Date-79
Contract-282-77-0128
Note-51p.; For related documents see CE 024 223-237
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, *Architectural Research, Building Design, *Climate, Developing Nations, *Evaluation, *Facility Planning, Facility Utilization Research, *Geographic Location, Health Education, *Health Facilities, Health Services, Literature Reviews, Public Health, Rural Areas, Vocational Education

Intended as a companion piece to volume 5 in the Method Series, Health Facilities Planning (CE 024 233), this sixth of six volumes in the International Health Planning Reference Series is a combined literature review and annotated bibliography dealing with health facilities planning for developing countries. The review identifies literature relevant to existing methodology for planning and assessing health facilities in the developing couqtries of Africa, Asia, and Latin America, particularly in rural areas. Specific topics include (1) organization and philosophy of health care systems, (2) utilization, (3) architecture, and (4) climatic conditions. The 131 refeences included in the review are contained in the bibliography which divides the references into these areas: administration, architecture and techniques, assessment and evaluation, case studies, manpower, mobile units, planning, primary care, secondary care, utilization, and other sources. The format for each entry is author, title, source or publisher, date of publication, and annotation. (YLB)

Career Education. A Mini-Course Curriculum Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-Jun 79
Note-44p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aptitude Tests, *Career Awareness, Career Counseling, *Career Education, *Career Exploration, Curriculum Guides, Decision Making Skills, Employment Interviews, Field Trips, Job Application, Junior High Schools, Learning Activities, Lesson Plans, Stereotypes, Teaching Guides, Transportation, Values Clarification
Identifiers-Check Writing, Social Security

This junior high school career education curriculum guide contains lesson plans intended to serve as a basis for a nine-week minicourse in career education. Sixteen lesson plans are included in the guide: (1) Social Security, (2) A Career Is Calling, (3) Stereotyping, (4) Values Clarification, (5) Decision-Making, (6) Aptitude Tests, (7) Career Preference Inventory, (8) Researching Careers, (9) Careers in Transportation, (10) Field Trip to Local TV Station, (11) Job Application Forms, (12) Letters of Application, (13) Personal Data Sheet or Resume, (14) Check Writing, (15) Career Consultation, and (16) Personal Job Interview. Each lesson plan follows a typical format that includes the following sections: theme, lesson goal, performance objectives, element and element objectives, activities and suggested procedures, resources, and helpful hints. Sample forms are appended. (LRA)

ED 183 843 CE 024 410

Gardner, David C. And Others

Arc Welding Teacher's Manual. Project HIRE.

Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-147p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Dictionaries, Instructional Materials, Learning Activities, *Learning Disabilities, Mastery Tests, Mild Mental Retardation, Problem Sets, *Remedial Instruction, Secondary Education, Small Group Instruction, Teaching Guides, *Trade and Industrial Education, Vocabulary, *Vocabulary Development, Welders, *Welding
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this teacher's manual to the Arc Welding series is intended to accompany three dictionary booklets (available as CE 024 411, CE 024 412, and CE 024 413) for use by handicapped students to help them master the core vocabulary taught in the trade. Information presented in the manual includes an introduction to the materials, student outcomes, teaching suggestions, an alphabetical index to the vocabulary taught in the series, and use of the materials. Answer keys are given for the activity sheets and check-up pages which accompany each of the fourteen lessons in this set. Master'' copies of the activity sheets and check-ups are also provided. Informative materials on Project HIRE, which developed these materials, occupational information, and an annotated bibliography of selected materials are appended. (This is one of five series of materials developed by project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 898 CE 024 529

Military Curricula for Vocational & Technical Education. Clinical Specialist, 10-17.

Army Academy of Health Sciences, Fort Sam Houston, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 77
Note-1,439p.; Not available in paper copy due to light and blurred print.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, First Aid, High Schools, Learning Activities, Lesson Plans, *Medical Services, Nurses Aides, *Patients, Physical Examinations, Postsecondary Education, Preventive Medicine, Therapy, Workbooks
Identifiers-Military Curriculum Project

These lesson plans and student materials handouts and workbook for a secondary-postsecondary-level course for clinical specialists are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 105-hour course is to provide skills and techniques required to participate as effective and efficient members of a health care team performing preventive, therapeutic, and emergency care duties. The program of instruction, which suggests number of hours of class time devoted to each course objective, is based on three main subject areas: Orientation (2 lessons, 2 hours), Fundamentals of Patient Care (13 lessons, 81 hours), and Ambulatory Health Care (7 lessons, 22 hours). The lesson plans detail references, equipment, and content description (lesson outlines). A number of student handouts with detailed note-taking pages are also provided. The student workbook contains lesson objectives and detailed note-taking pages. Excerpts (chapters 1, 2, 5, 6, 8, 9, and 10) from Army Technical Manual TM-8-230, Handbook of Basic Nursing, are also provided. Information for suggested transparencies (which are not provided) is often contained in the course and provides a basis for teacher-development of them. (YLB)

ED 183 917 CE 024 571

Hagevig, William A. Gallagher, Leigh S.

Model Training Guide. Firefighter I.

Alaska State Dept. of Education, Juneau.

Pub Date-1 Jul 79

Note-394p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Certification, Curriculum Guides, *Fire Fighters, *Fire Protection, *Fire Science Education, Learning Activities, Postsecondary Education, Prevention, Safety Education, Standards, *Task Analysis, Teaching Guides

Identifiers-Alaska

This firefighter training guide for a 180-hour course was developed to assist training officers in planning training with emphasis on conformance to recommended National Fire Protection Association (NFPA 1001) standards. The material in the guide is referenced to current editions of the International Fire Service Training Association manuals and other suggested resources. The first of two major sections, Model Learning Guide, is divided into one- to four-hour segments, each containing a course outline and a lesson plan. The course outline describes the class to be taught, the drill setting needed, and the objectives to be met, and details the resources and materials needed to teach the class. The lesson plan offers the actual presentation, which may be used by the instructor, along with recommendations for setting up the drill, and the task performance reference numbers. Section 2, Task Performance Criteria, is composed of sixty-two tasks which are completely referenced both to the course segment numbers of the guide and to the NFPA 1001 Firefighter One requirements. (LRA)

ED 183 938 CE 024 630

Raymond, Carolyn D.
The 1979 Annual Career Education Handbook for Trainers, Volume II.
National Alliance of Business, Inc., Washington, D.C.; Palo Verde Associates, Tempe, Ariz.
Pub Date-79
Note-426p.; Document prepared with assistance from the Private Sector Initiative Program Clearinghouse, Washington, DC.
Available from-Palo Verde Associates, 2032 E. Riviera Drive, Tempe, AZ 85282 ($49.95)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Career Development, *Career Education, *Career Exploration, *Career Guidance, Evaluation, Instructional Materials, Learning Activities, Program Development, Resource Units, Teacher Education, Teaching Guides, *Training

Designed to assist individuals responsible for planning and/or conducting career education training activities, this handbook contains a collection of ideas which could be used in numerous situations with administrators, teachers, counselors, resource specialists, other educators, parents, students, and community leaders. The first of five major areas presents structural experiences which provide several activities that can be used in assisting participants in gaining increased knowledge in career development concepts, utilization of community resources, leadership, planning, and implementation strategies. Focusing on career development concepts, stereotyping, and ways to effectively utilize community resources, section 2 gives lecturettes that are designed to be used by themselves or in conjunction with structured experiences. The lecturettes provide succinct statements of principles, models, and theoretical positions. Section 3, Resources, describes tools that can be used by the facilitator to enhance training situations. The fourth section contains observation and interview tools that include several structural instruments which can be used by participants in the on-site world of work explorations. Several ready-to-use preassessment and postassessment attitudinal tools to evaluate the training sessions are presented in the final section. (LRA)

ED 183 957 CE 024 766

Krone, Lawrence J. And Others

Curriculum Guideline for Environmental Health. Covers Period of Performance from June 22, 1978, to April 22, 1979.

National Environmental Health Association, Denver, Colo.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.
Pub Date-12 Nov 79
Contract-231-77-0030
Note-110p.; Appendix B will not reproduce well due to broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Allied Health Personnel, Competency Based Education, Curriculum Design, *Curriculum Development, Curriculum Guides, *Environmental Technicians, *Job Skills, Occupational Information, Student Evaluation, *Task Analysis, Teaching Methods

This curriculum guide for environmental health is intended as a reference tool to aid institutions in establishing or revising their curriculum. After a brief introduction discussing competency-based curriculum for environmental health, the guide presents information on the following tasks or elements necessary in developing a competency-based curriculum: (1) defining the performances; (2) defining knowledge, skill, and attribute competencies; (3) defining objectives; (4) learning opportuqities; (5) curriculum sequence; (6) teacher strategies; and (7) student appraisals. A definition of the profession of environmental health is included, and recommendations to be followed in developing a program are given. A discussion of problems and solutions and a list of references concludes the guide. Several supporting materials are appended, such as the Role Delineation Instrument and the Blueprint of the Knowledge, Skills, and Attributes for Environmental Health Practitioners. (BM)

ED 183 977 CG 014 189

Schuman, Joan E. And Others

Resources for Schools: 11. New Directions in Guidance and Counseling Services in Massachusetts.

Massachusetts State Dept. of Education, Boston.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-76-0058
Note-69p.
Available from-Massachusetts Dissemination Project, Massachusetts Dept. of Education, 31 Saint James Avenue, Boston, MA 02116 ($.66)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Demonstration Programs, Elementary Secondary Education, Guidance Personnel, *Guidance Programs, *Information Sources, Program Descriptions, *Program Development, *Pupil Personnel Services, *Resource Materials
Identifiers-*Massachusetts

This handbook, one of the Massachusetts Dissemination Project's Resources for Schools'' series, is a sampling of exemplary guidance and counseling programs in Massachusetts schools. It is designed as a practical tool for guidance personnel, teachers, administrators, and other school personnel concerned about strengthening pupil personnel services. The handbook is organized according to five functions of guidance and counseling services: Personal Counseling; Educational and Career Counseling; Consultation; Appraisal; and Referral, and by grade level. Each program is presented in terms of its title, location, contact persons, objectives, description, suggestions for implementation, materials and equipment, and cost. The appendix contains summary charts listing all programs according to function, and includes a capsule description. Although geographically specific, this document is a useful resource for school personnel responsible for program development in guidance and counseling services. (Author/HLM)

ED 184 046 CG 014 337

Seiquist, Jack

A New Commuqication Course for the Counseling Curriculum: Achieving Dialog.

West Valley Coll., Saratoga, Calif.

Pub Date-17 Feb 80

Note-86p.; Paper presented at the Annual Convention of the California Personnel and Guidance Association (San Francisco, CA, February 15-17, 1980). Materials from the Annual Handbook for Group Facilitators (San Diego, CA: University Associates, 1976) may be duplicated for educational purposes.

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-College Students, *Commuqication Skills, *Counselor Training, Course Objectives, Higher Education, *Human Relations, *Individual Development, *Interpersonal Competence, Program Descriptions, Self Actualization

Identifiers-*Achieving Dialog

Achieving Dialog, a model course in dyadic communication for close relationships, is described and presented as a new course for the counseling/human development curriculum. Research findings from a comprehensive evaluation of the Dialog course are summarized. The societal need for the course is indicated, and the educational challenge to counselors is pointed out. The paper suggests that a complementary relationship can exist between Achieving Dialog and the Interpersonal Communication course offered by many Speech departments. Both courses are seen as desirable if students are to attain a reasonable level of dyadic communication competence. Appendices contain materials used in the Dialog course, a bibliography, and an abstract of the study which evaluated the course. (Author)

ED 184 112 CS 205 407

De Mo[illegible], John

Touching All the Basics: An Anthropological Approach to the Further Improvement of Modern Community News Coverage.

Pub Date- 77

Note-13p.; Paper presented at the Bucks County Newspapers Editorial Staff Seminar (Levittown, PA, March 15, 1977).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anthropology, Information Needs, *News Media, *News Reporting, *News Writing, *Organization, *Organizational Effectiveness, Specialists, *Specialization

Despite the development of many news specialists, complaints persist that the news media are not giving sufficient attention to the fuqdamental needs and interests of their readers and viewers. The media need to take a more anthropological approach to their conception of news in order to effectively serve the interests of all citizens. Taking an anthropological approach, the news media would develop a well-balanced team of specialists to cover the following areas: food, trade, shelter, sex (including marriage, family, and child care), physical security, health, recreation, education, beauty, and faith (religion). The assignment of one reporter to each of these areas of basic human needs should provide adequate coverage of the public's basic concerns. Whenever news coverage begins to emphasize one of the areas, a condition that exhibits the self reflexive'' nature of news, specialists in the other areas could be expected to bring overall coverage back toward a sound balance. (RL)

ED 184 202 EA 012 470

Rossmiller, Richard A.

Knowledge Transfer and the Development of Educational Policy.

Pub Date-Dec 79

Note-15p.; Paper presented at the Inter-American Congress on Educational Administration (1st, Brasilia, Brazil, December 10-14, 1979).

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role, *Educational Technology, Higher Education, *Instruction, *Policy Formation, Technology

Knowledge transfer is considered essential to the long term health and survival of universities. The strategy outlined in this paper calls for institutions of higher education to develop policies concerning the transfer of knowledge and technology and to tailor such policies to potential users. It discusses types of knowledge to be transferred, potential users of that knowledge, and the role of the university in the procedure. The paper concludes that policy makers should identify the circumstances under which the institution should take a proactive or reactive stance in the transfer of knowledge to potential users. Knowledge transfer strategies that are in accord with institutional policies and that attend to differences in the type of knowledge and in the nature of prospective users can then be designed, tested, and implemented. (Author/LD)

ED 184 250 EA 012 574

Villadsen, Alice W.

The Balancing Act of Women Administrators: Home and Career.

Pub Date-Apr 80

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Careers, *Educational Administration, *Employed Women, Females, Higher Education, *Home Management

The study discussed in this paper investigated the problems that women in educational administration face as they try to balance career and home responsibilities. A survey was taken of 335 women administrators in 56 public colleges and universities in 5 southern states. Twenty women of the 8 percent who responded were interviewed. Results showed that the women administrators voiced four prerequisites for effective operation of their daily schedules: (1) keeping work and home separate by compartmentalizing; (2) delegating responsibilities; (3) using escape devices when duties become overwhelming; and (4) simplifying their lives. Also discussed are the four important activities women administrators felt necessary to delete from their schedules: (1) publishing; (2) pursuing graduate studies; (3) developing personal friendships; and (4) taking family vacations. The paper concludes that once women become more established in educational administration, they can become less preoccupied with performing their duties with such intensity. (Author/LD)

ED 184 293 EC 123 588

Thomas, M. Angele, Ed.
Current Issues in Special Education: The 1979 Statesmen's Roundtable.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-76-0119
Note-33p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Delivery Systems, *Disabilities, Early Childhood Education, Elementary Secondary Education, *Financial Support, *International Relations, *Labeling (of Persons), *Preschool Education, *Professional Associations
Identifiers-*Council for Exceptional Children

The document includes three papers presented at a roundtable discussion of issues concerning The Council for Exceptional Children (CEC) and the field of special education. Following an introduction by K. Wyatt, a paper titled Categorizing Children and Funds'' by M. Reynolds addresses the problems associated with categorizing exceptional children and with tying the funding to children who are identified with a label. Dr. Reynolds advocates the funding of personnel or programmatic units which would have great flexibility in delivering services to all high risk children. In Issues in Early Childhood for the Handicapped,'' J. Gallagher stresses the value of early childhood programs and outlines the structural problems presenting barriers to the establishment of eary childhood programs. He calls for multidisciplinary approaches to the problem with CEC assuming the leadership in initiating a broad reaching interdisciplinary plan for extending preschool programs for handicapped children. The final paper, A New International Role for CEC'' by S. Ashcroft, makes 11 proposals for increased CEC involvement in international special education leadership. Following each paper are excerpts from discussions by prominent individuals in the field of special education. (SBH)

ED 183 787 CE 024 318

Pre-Employment Laboratory Education. Food Service Guidebook.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-Feb 79
Note-344p.; For related documents see CE 024 314-318.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($7.50).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Guides, *Food Service, Food Service Industry, *Food Service Occupations, Home Economics Skills, Job Skills, *Occupational Home Economics, Program Descriptions, Program Development, Secondary Education, Teaching Guides
Identifiers-Preemployment Laboratory Education Program

This guidebook is designed for use in teaching students enrolled in preemployment laboratory education (PELE) food service programs. The first of two major sections includes an overview for teachers on planning, conducting, and evaluating a PELE food service program. Specific topics discussed in section 1 include (1) facilities and equipment, (2) teacher responsibilities, (3) student selection, (4) scheduling, (5) laboratory experiences, (6) classroom instruction, (7) factors involved in planning, (8) how to plan and execute a food function, (9) laboratory management, (10) safety, and (11) sanitation. Section 2 presents the PELE food service curriculum. Lesson plans are presented within five areas: introduction to the food service industry, equipment, quantity food methods, quantity food production, and food service techniques. Each lesson plan follows a typical format that includes six parts: subject title, competency, objectives, sub-competencies, laboratory skills, and classroom concepts. A detailed reference list is appended. (LRA)

ED 183 826 CE 024 387

Military Curricula for Vocational & Technical Education. Telephone Equipment Installer-Repairman, 5-4.

Air Force Training Command, Sheppart AFB, Tex.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 74
Note-484p.; Thin type in diagrams will not reproduce well. Prepared in collaboration with Extension Course Institute, Gunter AFB, Alabama
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Autoinstructional Aids, Behavioral Objectives, Course Descriptions, *Electrical Occupations, Electricity, Electronics, *Equipment Maintenance, High Schools, Individual Instruction, Learning Activities, Postsecondary Education, Skilled Occupations, *Telephone Communications Systems, Textbooks, Transistors, Workbooks
Identifiers-Military Curriculum Project

These individualized, self-paced student texts and workbooks for a secondary-postsecondary-level course in telephone equipment installation and repair is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the course is to provide the student with information about electrical fundamentals, transistors, telephony and telephone systems, and telephone station installation, testing, and maintenance. The four-volume course consists of four texts with reading assignments: Introduction (2 chapters), Telephone Construction and Repair (3 chapters), Substation Installation (5 chapters), and Key Systems and Intercommunications (6 chapters). The four volumes of the student workbook correspond with the volumes of the text. Each workbook contains objectives, a study reference guide, and chapter and volume review exercises with answers. (YLB)

ED 183 861 CE 024 432

Communicating Career Education for Rural Appalachia. Annual Report, October 1, 1978, to September 30, 1979.

Kentucky Valley Educational Cooperative, Hazard.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH70305
Pub Date-31 Dec 79
Grant-G007802025
Note-168p.; Not available in paper copy due to light, broken type. For related documents see ED 163 226, ED 167 775, and ED 167 820.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills, *Career Education, Community Involvement, Exceptional Persons, Guides, *Information Dissemination, *Methods, Newsletters, Observation, Program Descriptions, *Program Effectiveness, Program Evaluation, *Rural Areas
Identifiers-*Appalachia, Education Amendments 1974, Kentucky

A project was conducted to disseminate career education philosophy, methods, program activities, and evaluation results to career education practitioners and the general public in rural Appalachia. Five major project dissemination tasks were accomplished and evaluated, including (1) visitations to the project and regional schools so that educators could see career education activity in action; (2) a seasonal newsletter; (3) a how to'' guide on correlating career education with the basics; (4) a how to'' guide describing the procedures utilized in community collaboration efforts; and (5) a third how to'' guide which was directed toward how to involve exceptional children in career education activities. The overall objective of the evaluation was to determine the effectiveness of the dissemination project by ascertaining the perceptions of those individuals exposed to the tasks. Questionnaires were mailed to individuals who had visited the project and had recieved project materials. The questionnaire gathered respondent demographic data, individual evaluation of each dissemination task, and a collective evaluation of the relative effectiveness of the various dissemination tasks. Based on an analysis of the data collected, it was concluded that all dissemination activities undertaken were considered effective by the respondents; however, there was a consistency displayed among the various ratings and rankings. The visit was a clear first choice, followed by the guide on the basics. (BM)

ED 183 880 CE 024 502

Spirer, Janet E.

Evaluation Issues in the Comprehensive Employment and Training Act (CETA) Legislation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-Apr 80

Note-19p.; Paper presented at the American Education Research Association Annual Meeting (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Economic Climate, Employment Programs, *Federal Legislation, Job Training, *Labor Legislation, *Policy Formation, Political Issues, *Program Evaluation, Public Policy, *Research Utilization, Retraining
Identifiers-*Comprehensive Employment and Training Act

Underutilization of evaluation findings relative to the Comprehensive Employment and Training Act (CETA) legislation may not stem primarily from factors usually identified in the literature (e.g., methodological reasons) but may be superseded by a more potent factor such as the prominence of the policy or program on the national agenda. Viewed from an evaluator's perspective, strategies to increase use of evalation findings and barriers which may prevent such use are seen as having methodological or organizational roots. However, the slow but identifiable shift from decategorized to more categorized employment and training programs can be traced through a series of strong federal administrative initiatives that have altered the balance of power between federal, state, and local government delivery of employment and training activities. CETA, then, must be viewed as more than a training program. It is a part of national economic policy, and as such, responds to some of the ideas in good currency (e.g., high unemployment) which are then politically subsumed under its rubric. Therefore, by looking at programs in relation to (1) their place on the national agenda and (2) the ideas in good currency to which they relate, evaluators could more clearly focus evaluation questions in order to meet the needs of decision makers. Other types of evaluation activity, such as economic and other outcome factors, will also have a better chance of having an impact on policy making because they more directly adress ideas in good currency. (MEK)

Benjamin, Libby Walz, Garry R.

Making Change Happen: Learning a Systematic Model for Change. Module 51.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-106p.; For related document see CG 014 228
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attitude Change, Behavior Change, *Change Agents, *Change Strategies, Counselor Role, *Decision Making, Elementary Secondary Education, Experiential Learning, Guidance Personnel, *Interpersonal Competence, Models, *Self Evaluation (Individuals), *Skill Development

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed specifically for school career guidance personnel. The goal of this module is to introduce participants to a model that deals with the process of change, to help them experience steps in the change model, and to empower them with the feeling that they can become effective change agents. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 184 068 CS 005 307

Anderson, Carolyn C. Koenke, Karl

An Informal Reading Readiness Inventory: A Diagnostic Method of Predicting First Grade Reading Achievement.

Pub Date-May 80
Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 5-9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, *Informal Reading Inventories, *Predictive Measurement, Primary Education, Reading Achievement, *Reading Readiness, *Reading Readiness Tests, *Reading Research, Test Construction

A study was undertaken to create and validate a diagnostic, task-based Informal Reading Readiness Inventory (IRRI). IRRI subtests were created to reflect four areas found to be important in reading readiness: awareness of self and media, language experience, reasoning, and phonics. Prereading curriculum components formed the basis for test item selection and hence provide the teacher functional information concerning demonstrated student achievement. The IRRI can be administered individually in less than 20 minutes or in two time blocks: ten minutes small group/ten minutes individual. Forty students were selected from five first grades in two central Illinois schools to take the test in September 1978. A stratified random sampling procedure, based on school, ethnicity, and sex was used to select students whose scores on the Peabody Picture Vocabulary test ranged from 90 to 110. In May 1979, 36 students were tested using the California Achievement Test (CAT). IRRI scores significantly correlated with reading achievement scores on the CAT and no significant difference in group means for sex, school, or ethnicity was found. The Informal Reading Readiness Inventory appears to be a highly significant predictor of first grade reading achievement for mid-IQ students. (MKM)

ED 184 270 EC 123 417

Direction Service: From Concept to Reality. Matching the Needs of Handicapped Children and Their Families with Community Resources.

National Association of State Directors of Special Education, Washington, D.C.

Pub Date-Nov 79

Note-65p.

Available from-National Association of State Directors of Special Education, 1201 Sixteenth St., N.W., Washington, DC 20036 ($4.00)

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agency Cooperation, Community Programs, *Community Resources, *Community Services, *Demonstration Programs, *Disabilities, Family Programs, Federal Programs

Identifiers-*Direction Service Centers

The concept and implementation of direction services, a one step center offering assistance to parents of handicapped children, are traced. Three basic functions of the federally funded direction service centers are noted: to help locate and provide access to the most appropriate resources for handicapped children and youth; to collect and maintain information on all services and resources available; and to develop relationships among agencies that promote coordinated services to children. Future trends in direction services are offered from perspectives of families, educational managers, and community human service planners. A section on funding and additional resources is followed by five appendixes, including a sampling of case studies, descriptive summaries of 25 demonstration projects, and demographic data for each project. (CL)

ED 183 750 CE 024 145

Language Arts. Nevada Competency-Based Adult High School Diploma Project.

Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-22p.; For related documents see CE 024 140-151.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, *Language Arts, Minimum Competencies, Skills Tests
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on language arts is divided into six topics. The topics included are Dictionary Usage, Vocabulary, Speech, Poetry, Writing, and Literature Analysis. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

ED 184 023 CG 014 253

Knaub, Patricia Kain And Others

Contemporary Women and Their Attitudes toward Parenthood.

Pub Date-Aug 79

Note-15p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Birth, Children, College Students, *Females, Marriage, *Parent Aspiration, *Parent Role, *Role Conflict, *Self Evaluation (Individuals), *Student Attitudes

Several sets of attitudes of young women were investigated: (1) timing of parenthood and its effects on marriage; (2) roles of males and females; (3) contributions of children to marriage; and (4) their own preparedness to be parents. Subjects were 212 undergraduate females enrolled in family or women's studies courses, who completed the Timing for Parenthood Scale. Results indicated: a general expectation that parenthood would be among their adult roles, but that it would be delayed; a rejection of the idea that motherhood is a prerequisite to women's happiness and fulfillment; a somewhat confused perception of the effect of parenthood on the male role: and a general suggestion that although they intend to be parents, they assess their preparation to do so as limited. (Author)

ED 184 091 CS 005 339

Linn, Robert L. And Others

An Investigation of Item Bias in a Test of Reading Comprehension. Technical Report No. 163.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-76-0116

Note-97p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Content Analysis, Elementary Education, Grade 5, Grade 6, *Item Analysis, *Racial Discrimination, Reading Comprehension, *Reading Research, *Reading Tests, Socioeconomic Status, *Standardized Tests, Student Characteristics, *Test Bias, Test Items, Test Validity

Identifiers-*Center for the Study of Reading IL

The possibility that certain features of items on a reading comprehension test may lead to biased estimates of the reading achievement of particular subgroups of students was investigated. Item response data on the reading comprehension section of a frequently used achievement test were obtained from the Anchor Test Study data files. Eight nonoverlapping subgroups of students were defined by the combinations of three factors: student grade level (fifth or sixth), income level of the neighborhood in which the school was located (low or middle/above), and race of the student (black or white). Estimates of student ability and item parameters were obtained separately for each of the eight subgroups using the three-parameter logistic model. Bias indices were computed based on differences in item characteristic curves for pairs of subgroups. A criterion for labeling an item as biased was developed using the distribution of bias indices for subgroups of the same race that differed only in income level or grade level. Using this criterion, three items were consistently identified as biased in four independent comparisons of subgroups of black and white students. Comparisons of content and format characteristics of items that were identified as biased with those that were not, or between items biased in different directions, did not lead to the identification of any systematic content differences. (Author/MKM)

ED 184 156 CS 502 831

Baade, Roberta C.

Child Abuse Reporting: An Agenda-Setting Paradigm for Commuqity Attitude Change.

Pub Date-Feb 80
Note-21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attitude Change, *Behavior Change, Change Strategies, *Child Abuse, *Community Action, *Community Involvement, Information Dissemination, *Mass Media, Parent Child Relationship, Social Problems, Social Responsibility
Identifiers-*Agenda Setting

An attitude change campaign using an interpersonal and mass media strategy for agenda-setting could be used to elicit community understanding of child-abusing parents from a therapeutic rather than a punitive perspective, thereby improving the handling of this social problem. An outline of such a campaign would include phases of surveying the problem, agenda setting, planning strategies for mass media and interpersonal campaigns, and the implementation of these strategies. In this way, the issue of reporting child abuse involves altering attitudes toward several objects: abusing parents, public reporting of a private event, legal ramifications, and the abused child. The major contribution of applying agenda setting theory to the problem of child abuse would be to provide suggestions for the methods and details that the media and community leaders would use in the campaign. (RL)

ED 183 918 CE 024 577

Newburg, Adina

A Directory of Training and Employment Programs in the Private Sector Emphasis: Disadvantaged Youth.

Corporation for Public/Private Ventures, Philadelphia, Pa.

Spons Agency-Edna McConnell Clark Foundation, New York, N.Y.; Office of Youth Programs (DOL), Washington, D.C.

Pub Date-Aug 79

Note-88p.; Not available in paper copy due to colored paper.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, *Business, Career Counseling, *Career Development, Career Exploration, Careers, *Disadvantaged Youth, *Employment Programs, Industry, Internship Programs, Job Development, Job Placement, *Job Training, Private Agencies, Private Financial Support, Program Descriptions, *School Business Relationship, Shared Services, Vocational Education, Work Experience Programs, Young Adults, Youth Programs

This directory lists 117 programs sponsored by the private sector for the training and employment of disadvantaged youth. (It is the first in a series of program guides to be issued regularly by the Public/Private Ventures' Resource Center.) Programs had to meet two criteria to be included: (1) they involved participation of the private sector through provision of employment or work experience; participation in advisory boards or oversight committees; financial support; donation or loan of facilities, equipment, or staff to help with program, training, or administration; and/or other in-kind'' services; and (2) they were designed for or appropriate to the special needs of disadvantaged youth. Programs are grouped by the three broad categories of pre-employment, skills training (auto mechanics, clerical and office, computer, construction, machines, welding, and miscellaneous), and career pathways (career exploration, careers in energy, entrepreneurship, and internship). Each program entry includes these nine elements: date established; capacity (maximum number of participants per training period); location; administrative structure, including funding source; nature of private sector involvement and names of businesses; program features; population served, contact, and source of information. An alphabetical index is provided. (YLB)

ED 184 047 CG 014 339

L'Abate, Luciano

An Attempt at Prevention: Marriage and Family Enrichment Programs.

Pub Date- 79
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developmental Psychology, *Enrichment Activities, *Family Counseling, *Family Life Education, Family Relationship, Interpersonal Competence, *Interpersonal Relationship, Marital Instability, *Marriage Counseling, Mental Health, Prevention, *Skill Development, Training Methods

The rationale, backgrouqd, and nature of family enrichment programs is explained. These structured, skill training approaches for couples and families consist of six lessons with four to six exercises per lesson. They are extremely structured to the point that instructions to trainers are given verbatim. Trainers can modify these instructions and sequences of exercises and lessons to meet the needs of a particular couple or family. The 2 training manuals contain 27 programs each. One manual classifies programs according to structural characteristics (simple-complex; general-specific; rational-experiential). The second manual classifies programs according to a developmental life-cycle perspective, starting from courtship and going on to various life cycle stress points and ending with retirement and death. Preventive, didactic, quasi-therapeutic, and research implications are discussed from the viewpoints of manpower delivery and costs. (Author)

ED 184 113 CS 205 412

Wilder, Paula Gillen

The Development of Preschoolers' Apprehension of a Televised Narrative.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Report NO.-HU-TR-12
Pub Date-Oct 79
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Television, *Comprehension, *Narration, *Preschool Children, Preschool Education, *Recall (Psychology), Retention (Psychology), Stereotypes, Television Research, *Television Viewing

Nine preschool children viewed a videotaped story at regular intervals in a longitudinal study of their understanding of a televised narrative. Observations focused on children's attention to the story, their reactions during viewing, and their postviewing story reconstructions. It was fouqd that the children sensed certain interpersonal conflicts from an early age, and that they became increasingly sensitive to conflicts embedded in the story. That a child's prior knowledge and experience with a character appeared to influence narrative comprehension was consistent with the impression that television encourages the development and perpetuation of stereotypes. Although children's knowledge from other sources was apparent, their repeated exposures to a single narrative on television did not assure a competent grasp of that narrative. The difficulties that many of the children had in reconstructing the narrative raised the issue of how television affects children's symbolic play. Specific television features that affected the children's narrative recall were the appearance of characters in closeup shots, increased volume, decreased pace of the dialogue, and repetition of statements throughout the narrative. (RL)

ED 184 135 CS 205 447

White, Marian, Ed.

High Interest Easy Reading: For Junior and Senior High School Students. Third Edition.

National Council of Teachers of English, Urbana, Ill.

Pub Date-79

Note-104p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 20946, $2.75 non-member, $2.50 member)

Pub Type- Books (010) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adolescents, Annotated Bibliographies, *High Interest Low Vocabulary Books, Learning Motivation, *Reading Attitudes, Reading Habits, *Reading Interests, *Reading Materials, Secondary Education, Student Motivation

Intended for use by students who are considered reluctant not retarded readers, this revised booklist contains more than 400 titles. The titles presented represent books of high quality that deal with topics of interest to the average adolescent. Book titles are arranged under the following subject categories: animals, adventure, courage, growing up, families, love and friendship, problems and young people, social problems, health, science, science fiction, mystery and suspense, witchcraft, folk tales, poetry, humor, historical fiction, history, ethnic, biography, sports, and cars and cycles. A directory of publishers is included at the end of the booklist. (FL)

ED 184 179 CS 502 860

Plax, Timothy G. De Fleur, Melvin L.

Communication, Attitudes and Behavior: An Axiomatic Theory with Implications for Persuasion Research.

Pub Date-Feb 80

Note-46p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Portland, OR, February 16-20, 1980).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes, *Communication (Thought Transfer), Interaction, Literature Reviews, *Persuasive Discourse, Speech Communication, Theories

Defining attitudes'' as a structure or organization of beliefs, this paper advances a formal theory of the relationship between attitudes, other belief configurations, and overt behavior. The theory presented assumes that an attitude about a given topic consists of three major dimensions of belief orientation (favorability/unfavorability), salience (strength of feeling), and specificity (the restrictive as opposed to the inclusive aspects of beliefs). It also incorporates beliefs about topic importance, social pressure to act or not to act, social influence to act positively or negatively, and action constraints related to the behavior under study. Each of these factors is defined and incorporated into the axiomatic formulation. Two major theorems are derived that predict (1) whether the subject will act or not act toward the attitude topic and, if the subject acts, (2) whether that action will be positive or negative. Finally, extensions of the theory are discussed, indicating how persuasive messages can be designed to modify belief configurations and influence behavior. (Author/FL)

ED 184 203 EA 012 488

Chamberlin, Carol J.

A Survey of Student Attitudes Toward Student Rights: A Study of Factors Influencing Junior High School Students' Attitudes Toward Student Rights and Possible Relationships Between Attitudes and Sex, Age, Socioeconomic Status, Autonomy, and Father's Education.

Pub Date-Nov 79
Note-29p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Dissent, Elementary Secondary Education, Grade 8, Grade 9, *Junior High School Students, Questionnaires, School Surveys, Socioeconomic Status, *Student Attitudes, *Student Rights, Tables (Data)

The purpose of this study was to identify factors that might predict student dissent. It attempted to identify the attitudes of junior high school students toward student rights and to determine whether a relationship exists between those attitudes and a student's sex, age, socioeconomic status, autonomy, and his or her father's educational level. Questionnaires were administered to 31 eighth and ninth grade students in a southern rural community. Results showed that those most inclined to expect more rights as students were older, frequently male, measured within the lower socioeconomic strata, and were children of fathers with the least amount of education. According to the paper, the results of this study provide school administrators with a basis for developing student policy and for averting student unrest and potential court litigation. (Author/LD)

ED 184 226 EA 012 539

Ratsoy, Eugene

Research, Service, Leadership: But What Do I Do with the Class?

Pub Date-19 Feb 80

Note-17p.; Paper presented at Phi Delta Kappa Initiation Night. For related documents, see EA 012 536-540.

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Teachers, Behavior Change, Classroom Observation Techniques, Competency Based Teacher Education, Foreign Countries, Higher Education, *Needs Assessment, Practicums, *Program Evaluation, Student Teacher Relationship, Student Teaching, *Teacher Education, Teacher Improvement, *Teaching Skills

Identifiers-Alberta, *University of Alberta (Canada)

A rationale is presented for both investigating the context of educational organizations and building in a program renewal capacity as an essential operational component of every such organization. The findings of several program evaluation studies conducted at the University of Alberta's Faculty of Education are reviewed. These studies were designed to collect internal and external indicators of the strengths and weaknesses of the program. The results show that the faculty is providing leadership, research, and service. However, interviews with 107 of the beginning teachers revealed a great number of problems they face in their first year. Companion documents examine other aspects of the teacher evaluation program. (Author/MLF)

ED 183 770 CE 024 229

Chin, James

Guidelines for Analysis of Communicable Disease Control Planning in Developing Countries. Volume 1: Communicable Diseases Control Planning. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50080

Pub Date-79

Contract-282-77-0128

Note-245p.; For related documents see CE 024 223-237.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Communicable Diseases, *Developing Nations, Disease Control, Guidelines, Guides, Health Education, Health Programs, *Health Services, Immunization Programs, National Programs, *Program Development, *Program Evaluation, Public Health, Vocational Education

Identifiers-*Epidemiology

Intended to assist Agency for International Development (AID) officers, advisors, and health officials in incorporating health planning into national plans for economic development, this first of ten manuals in the International Health Planning Methods Series deals with planning and evaluation of communicable disease control programs. The first four articles provide an overview of the subject and discuss specific aspects of the programs, such as program organization, surveillance systems, and immunization projects. Ten articles on specific diseases and disease types discuss malaria, tuberculosis, leprosy, veneral disease, filariasis, schistosomiasis, onchocerciasis, trachoma, bacterial enteric diseases, parasitic enteric diseases, and rabies. The papers outline the complexities of epidemiogologic interactions between disease-causing organisms, their reservoirs, and hosts in different geographic, climatologic, and cultural settings. (A supporting document in the International Health Reference Series containing a literature review and annotated bibliography is available separately as CE 024 223.) (YLB)

ED 183 805 CE 024 356

Gruenhagen, Kathleen A.

Career Education for the Exceptional Student, South Carolina Career Education-Special Education Resource Manual.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Jul 79
Note-111p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Awareness, *Career Education, *Disabilities, *Exceptional Persons, Fused Curriculum, Learning Activities, *Mainstreaming, Secondary Education, *Special Education, Teaching Guides
Identifiers-*South Carolina

This guide book is intended for special education teachers who need suggestions for implementing career education ideas into existing curricula and regular education teachers of the mainstreamed handicapped who need suggestions for adapting their regular career education offerings for their handicapped students. The first three sections of the guide book provide notes to the teacher of the mainstreamed handicapped, define career education, and describe the career education approach in South Carolina. The remaining seven sections present activity sheets within seven basic career education elements: (1) self-knowledge, (2) decision making, (3) career awareness, (4) economic awareness, (5) educational awareness, (6) attitudes and appreciations, and (7) social awareness. Each activity sheet follows a typical format that includes the following sections: basic career element, long-range learner objective, specific short-term behavioral objective, suggested subject area, suggested developmental age, activities/strategies and materials/resources, and other related activities. (LRA)

ED 183 844 CE 024 411

Gardner, David C. And Others
Arc Welding Dictionary 1. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-67p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, Individual Instruction, Instructional Materials, *Learning Disabilities, *Remedial Instruction, Secondary Education, Small Group Instruction, *Trade and Industrial Education, Vocabulary, *Vocabulary Development, Welders, *Welding
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this first of three picture dictionary booklets in the Arc Welding series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (1) Safety, (2) Outer Clothes, (3) Operation of Equipment, and (4) Work Area. The format for each lesson is (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 412 and CE 024 413. An accompanying teacher's manual is available separately as CE 024 410. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 899   CE 024 530

Military Curricula for Vocational & Technical Education. Continuous Photoprocessing Specialist, 16-4.

Air Force Training Command, Lowry AFB, Colo.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Oct 77
Note-630p.; Not available in paper copy due to small, light, and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Chemistry, Course Descriptions, Curriculum Guides, Equipment Utilization, High Schools, Learning Activities, Lesson Plans, Light, Mathematics, Optics, *Photographic Equipment, *Photography, Postsecondary Education, *Production Techniques, Semiskilled Occupations, Study Guides, *Vocational Education, Workbooks
Identifiers-Aerial Photography, Military Curriculum Project

These lesson plans and student study guides and workbooks for a secondary-postsecondary-level course in continuous photoprocessing are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the course is to expose students to fundamental concepts of the photographic process, chemistry, optics, exposure, light, and processing of color and black-and-white film; train them to use equipment and operations involved in photographic processing laboratories; and provide fuqdamental training in sensitometric and densitometric process control techniques and photographic reproduction. The plan of instruction, which suggests number of hours of class time devoted to each course objective, is based on the following outline allowing for six units of instruction (blocks): Photographic Fundamentals (5 lessons), Continuous Processing Fundamentals (5 lessons), Aerial Film Processing (2 lessons), Aerial Film Duplication (2 lessons), Aerial Select Printing (4 lessons), and Continuous Color Processing (3 lessons). The lesson plans contain course outlines, objectives, and information on support materials and guidance. Contents of the study guides and workbooks include objectives, informative material, study questions, and exercises. Media materials are suggested, but not provided. (YLB)

ED 183 939 CE 024 645

Green, Deborah A.

Women in Apprenticeship for Nontraditional Occupations. Graduate Study Research. Final Report, April 1, 1979-June 30, 1979.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Nov 79

Note-111p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Apprenticeships, Career Choice, Employed Women, Employment Opportunities, Equal Opportunities (Jobs), *Females, *Nontraditional Occupations, *Occupational Aspiration, Postsecondary Education, Sex Role, Skilled Occupations, Surveys, Vocational Education, *Work Attitudes

Identifiers-*Wisconsin

Though women are entering the paid work force in increasing numbers, their distribution across occupational categories is far from even. Women workers are clustered in traditional women's work jobs and represent only five percent of the nation's craft workers. In an effort to discover the motivations, experiences, and attitudes of women in nontraditional occupations, a survey was conducted of Wisconsin women enrolled in apprenticeship training. An initial open-ended questionnaire elicited a variety of factors that influence a woman's decision to enter and to continue in a nontraditional occupation. A second survey instrument yielded quantifiable responses regarding these factors. Highest among the factors which encourage these women to enter a nontraditional occupation were challenge, variety, learning, feeling of pride and self-worth, a sense of accomplishment, and the work itself. Some discouraging factors included working and safety conditions, the lack of supervisory feedback, and such personal concerns as housework and child care responsibilities. The overall impression to emerge from the research is that women in apprenticeship training are committed to their work and willing to endure the inevitable hardships of a nontraditional choice. (The survey instrument is appended.) (Author/LRA)

ED 183 958 CE 024 770

Final Report on Activities of U.S. Schools of Public Health, 1974-1979.

Association of Schools of Public Health, Washington, D.C.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-15 Mar 80
Contract-231-77-0007
Note-174p.; Not available in paper copy due to small, light type.
Pub Type- Numerical/Quantitative Data (110) - Reference Materials (130) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Data Bases, *Data Collection, Data Processing, Educational Research, *Enrollment, Expenditure Per Student, Expenditures, Faculty, Graduates, Higher Education, *Labor Force Development, *Majors (Students), Medical Education, *Public Health, Research Projects, *School Statistics, Specialization, Students
Identifiers-Association of Schools of Public Health, *Schools of Public Health

This document reports the two projects of the Association of Schools of Public Health (ASPH) to implement a data collection system which would obtain data on the production of public health manpower for evaluation, analysis, and dissemination as uniform, reliable information. Most of the report is composed of the compiled results of the statistical forms which were developed, mailed to the schools of public health, and returned to the ASPH Data Center which served as a central point of the aggregation of school data. These forms included individual forms to be completed by faculty and students and aggregate forms on all other data subjects: applicants, graduates, expenditure reports, and research activities. Summary of the data and information produced is presented under these sections: applicants, new enrollments, total students, graduates, faculty, expenditures in schools of public health, and research in schools of public health. Brief narratives detailing arrangement of data and summary characteristics accompany the data tables. Other activities of the ASPH Data Center which are discussed include (1) development of cost of education estimates and (2) nomenclature and classification of education programs in schools of public health. Appendixes contain the statistical forms used by the project. (YLB)

ED 183 978 CG 014 190

Hayden, Joyce
Wife Battering: One Perspective.
Pub Date-31 Jul 78
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alcoholism, Antisocial Behavior, *Battered Women, Drug Abuse, *Family Problems, *Females, Foreign Countries, *Interpersonal Relationship, Marital Instability, Social Problems, Spouses, Stress Variables, *Violence
Identifiers-*British Columbia

Data from the first year's operation (August 1, 1977 - July 31, 1978) of the Vernon Transition House, Vernon, British Columbia, Canada indicate that wife battering is a serious problem. Wife battering is not related to age or cultural background, but spans all ages, cultures, and income levels. Use and abuse of alcohol play major roles in family violence as methods of dealing with stress or as excuses to strike a spouse. A significant number of men who beat their wives were raised in violent families where the father beat the mother and they, themselves, were abused. Additionally, occupational status was a significant factor, i.e., 68% of the women were totally dependent on their spouses for financial support, and many battered women returned to their husbands because of fear and self-image issues. Although this program is geographically-specific, it addresses a problem of current social concern from a Canadian vantage point. (Author/HLM)

Polivy, Janet
Group Therapy for Anorexia Nervosa.
Pub Date-79
Note-16p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Body Weight, *Counseling Effectiveness, Counseling Services, Feedback, Foreign Countries, *Group Therapy, Patients, *Psychotherapy, Research Projects, *Self Esteem, State of the Art Reviews
Identifiers-*Anorexia Nervosa, *Canada

A variety of psychotherapeutic techniques have been used to treat anorexia nervosa with varying degrees of success. Group therapy has advantages to offer anorectic patients in the form of certain curative factors including consensual validation from other anorectic group members, models of coping, peer feedback, and active participation in the treatment process. The effectiveness of group therapy, begun two years ago with a small, selected sample (N 14) of anorectic patients as an adjunct to their individual treatment, was investigated. Results indicated that six are still in treatment, one was discharged as cured, five dropped out after relatively short periods in the group, one left the group in order to focus on family therapy, and one patient died accidentally. The six continuing patients differed from the dropouts in that they tended to be older and more separated from their parental homes. They seemed committed to their groups and showed themselves to be capable of functioning in group therapy and benefiting from it. However, despite this success, there are potential problems with this technique of which therapists should be aware, such as continued identification as an anorectic and teaching of anorectic behaviors to each other by group members. (Author)

ED 184 251 EA 012 589

Focus On: Energy Conservation Practices in Schools.
Massachusetts State Dept. of Education, Boston.
Pub Date-80
Note-33p.; Massachusetts Dissemination Project. Not available in paper copy due to small print of original document.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Building Operation, *Cost Effectiveness, *Educational Facilities Improvement, *Efficiency, *Energy Conservation, Facility Guidelines, Information Dissemination, Pamphlets, School Districts
Identifiers-*Massachusetts

This pamphlet briefly describes 23 effective energy conservation programs in Massachusetts schools today. These practices range from changes in classroom lighting fixtures to complete heating system redesign. Each program represents an effort by school systems to adapt to changing energy needs and available resources. Each entry describes the program, cites the cost savings, and lists the level of practice and the contact person. Sources for case study materials on these practices are listed. (Author/MLF)

ED 184 271 EC 123 420

Bagstad, Nannette K.

Effects of Sequentially-Based Objectives and Criterion-Referenced Tests on Academic Performance. BICAR (Binford Individualized Curriculum and Analysis Research).

Binford Public School, N.Dak.

Note-27p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Criterion Referenced Tests, *Disabilities, *Educational Objectives, Elementary Education, Exceptional Child Research, Individualized Instruction, Program Effectiveness, *Sequential Approach

Identifiers-*Binford Individualized Curriculum Analysis Project

As part of Project BICAR (Binford Individualized Curriculum and Analysis Research), the study determined the effects of sequentially based objectives and criterion referenced tests on academic performance of 42 second, fourth, and sixth graders (eight of whom tested 1 to 4 years below grade level). A review of the literature supported the premise that sequentially based objectives and criterion referenced tests, if well sequenced and measurable, would assist the staff in teaching students at their individual academic level. Following administration of criterion referenced tests, Ss progressed through all objectives with continual review of subject matter. From evidence it was concluded that there was some marked change at all levels of learning and that Project BICAR had a definite effect on academic performance. Success of Project BICAR was attributed to strengths which included teachers' awareness of individual differences and continuity in teaching skills. (SBH)

ED 184 294 EC 123 589

Evenson, Jill S. Cook, Judy Thompson

A Nationwide Survey on Participation of Handicapped Students in Experience-Based Career Education.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Note-57p.; Some pages are marginally legible may not reproduce well; For related information, see EC 123 590

Available from-Far West Laboratory for Educational Research and Development, EBCE Project, 1855 Folsom St., San Francisco, CA 94103 ($5.00 limited supply)

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Education, Community Involvement, Demography, *Disabilities, Elementary Secondary Education, Exceptional Child Research, *Experiential Learning, National Surveys, *Program

Evaluation

Identifiers-*Experience Based Career Education

A national survey of Experience Based Career Education (EBCE) programs was conducted to determine the extent to which one model of a career development program, EBCE, is meeting the needs of handicapped students and to create awareness of this information among educators and program developers. Responses were obtained for 173 programs. Five types of programs emerged: (1) emphasis on the general population, not enrolling special needs students (N 36); (2) emphasis on the general population, enrolling special needs students, handicapped students included (N 46); (3) emphasis on the general population, enrolling special needs students, no handicapped students (N 28); (4) emphasis on special needs students, handicapped students included (N 18); and (5) emphasis on special needs students, no handicapped students (N 45). Special needs students included gifted, disaffected, migrants, poverty level, or youth status offenders. Data were also collected on the kinds of EBCE programs enrolling handicapped students; categories of handicapped students served by EBCE; kinds of community activities involving handicapped students; characteristics of EBCE programs serving the handicapped (such as percentage of handicapped students enrolled, program structure, and staff and student responsibilities); and staff perceptions of EBCE program feasability for serving the handicapped. Findings included that of the 56 EBCE programs serving the handicapped, 70% provide at least some required academic credit for EBCE activities and all had completely individualized curricula. Survey instruments are appended. (SBH)

ED 183 731 CE 023 981

Adult Basic Education: Research, Demonstration, Staff Development and Dissemination. Proceedings of the 1978 Virgina ABE Dissemination Conference (Ingleside Resort Hotel, Staunton, Virginia, July 31-August 2, 1978).

Virginia State Dept. of Education, Richmond. Adult Education Service.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-29p.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstracts, *Adult Basic Education, Conference Proceedings, Educational Television, Mobile Classrooms, Outreach Programs, Program Descriptions, *Program Evaluation, State Programs, Teacher Education
Identifiers-Virginia

This conference proceedings report contains abstracts of seven 1977-78 Virginia Adult Basic Education (ABE) projects presented at a dissemination conference for ABE administrators and teachers. The abstracts vary in length (two to seven pages) and format and focus on program objectives, procedures or strategies, expected results, findings, problems encountered, and recommendations. The seven astracts cover the following projects: A Longitudinal Study of Adult Basic Education in Virginia; Adult Basic Education Teacher Training Workshop; Evaluation of DIAL Tapes and Materials; The Adult Mobile Learning Center (AMLC); What Is Adult Basic Education? A Commuqity Training Project; Adult Basic Education Teacher Training Project: Teaching Adults to Read; and APL via TV for ABE. (EM)

Citizenship. Nevada Competency-Based Adult High School Diploma Project.
Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-33p.; For related documents see CE 024 140-151
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Citizenship Education, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, Minimum Competencies, Skills, Tests
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on citizenship is divided into twelve topics. The topics included are How to Become a Citizen, Voter Registration, Political Parties, Nominations, Elections, Evaluating Issues, Public Opinion, Interest/Pressure Groups, Nevada Government, Nevada Politics, Nevada Taxes and Economy, and Local Governments. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

Handbook for Vocational Education for the Handicapped.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-Jul 78
Note-163p.
Available from-Home Economics Instructional Materials Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($5.50).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, Budgets, Career Education, Classroom Environment, Counseling, *Disabilities, Educational Facilities, Guidelines, Mainstreaming, Program Descriptions, *Program Development, Public Relations, Safety, Secondary Education, Student Organizations, Teaching Guides, *Vocational Education
Identifiers-Texas

This four-part handbook is designed to aid teachers in planning, conducting, and evaluating vocational education programs for the handicapped (VEH). The handbook is based on identified competencies needed by VEH teachers in any area of vocational education. Part 1, on the operation of the program, includes chapters on laws pertaining to the handicapped; vocational education for the handicapped program; teacher responsibilities; facilities and equipment; students; and budget, records, and report. The section on instruction and management of the program includes chapters on managing the behavior of VEH students, classroom instruction and management, laboratory instruction and management, and safety. Part 3 aids the teacher in interpreting the program through the advisory council and public relations. The fourth part, which deals with working effectively with students, includes counseling and guidance, orientation to the world of work, and vocational youth organizations. Ways to work with handicapped students who are mainstreamed into regular vocational education classes are also included. (LRA)

ED 183 827 CE 024 388

Military Curricula for Vocational & Technical Education. Offset Printing, 5-5.

Defense Mapping School, Ft. Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 74
Note-942p.; Sections of small type will not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF06/PC38 Plus Postage.
Descriptors-Behavioral Objectives, *Charts, Course Descriptions, Curriculum Guides, Graphic Arts, High Schools, Industrial Arts, *Industrial Education, Learning Activities, Lesson Plans, *Maps, *Photography, Postsecondary Education, *Printing, Programed Instructional Materials, *Reprography, Semiskilled Occupations, Textbooks, Workbooks
Identifiers-Bindery Workers, Lithography, Military Curriculum Project, Offset Lithography, Photolithography

These lesson plans and student materials some programmed texts and a workbook for a secondary-postsecondary-level course in offset printing are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 250-hour course is to provide a working knowledge of the operation of lighographic offset presses in the reproduction of maps, charts, and other printed-line work and a general knowledge of the fundamentals of printing-bindery. The course consists of two sections: Press Fundamentals (8 lessons, 110 hours) and Offset Press Operating Procedures (5 lessons, 140 hours). The lesson plans include objectives, hours of class time, training aids and devices, student materials and equipment, references, lesson outlines suggesting instructional tactics, and student practical exercises and printing problems with grading sheets and answers. Student programmed texts, which are provided for a number of the lessons, also contain self-tests. The student workbook provides student outlines for each lesson which include objectives, study references, supplementary information, and space for student comments. A glossary of photolithographic terms and pertinent excerpts from the Army technical manual, Offset Photolithography and Map Reproduction, are also provided. (YLB)

ED 183 862 CE 024 441

Training a Cadre of Rural Educators to Conduct Career Education In-Service. Final Report Cashmere Consolidated School District, Wash.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80035
Pub Date-79
Grant-G0078C0090
Note-94p.; Some pages in the appendix materials will not reproduce well due to light and broken type. For related documents see ED 163 226 and ED 167 775.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, *Inservice Teacher Education, Instructional Materials, *Program Effectiveness, *Rural Areas, Rural Education, Summative Evaluation, Teacher Improvement, Teacher Workshops
Identifiers-Education Amendments 1974, Washington

A Cashmere School District, Washington, project trained a cadre of rural educators and provided them with necessary skills and materials to conduct career education inservice training. Over fifty participants attended ten-day workshops at which the nine training modules developed by the project were used. Designed for independent presentation, each module should be an integral part of the total career education inservice training program, as it contains directions and references necessary for conducting inservice on such topics as curriculum development; community involvement; reducing sex, ethnic, and race bias; evaluation; and program implementation. The data for project evaluation was collected by a third-party evaluator through interviews with the project director and participants, observation of project activities, a pre-test and post-test administration of questionnaires used in the training workshops, inspection and critique of the modules, and inspection of project records and documents. Data collected indicated that the workshop participants did increase skills in (1) knowledge of career education concerns and concepts, (2) career education activities, and (3) training others to conduct career education activities. Project staff were judged to have been successful in conducting the workshops and developing the training modules. (Various project materials, evaluation instruments, and an executive summary are provided.) (YLB)

ED 183 881 CE 024 503

Brown, James M. Peak, Laurie M.

Determining the Need for Vocational Special Needs Inservice Training for Vocational Educators.

Minnesota Univ., Minneapolis. Research and Development Center for Vocational Education.
Pub Date-Apr 80
Note-50p.; Parts of this document will not reproduce well due to small type. Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 8, 1980).
Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competence, Competency Based Teacher Education, *Disabilities, *Inservice Teacher Education, *Mainstreaming, *Needs Assessment, Normalization (Handicapped), Questionnaires, Teaching Skills, *Vocational Education Teachers

The first objective of this research project focused on organizing the large number of previously identified vocational special needs teacher competencies into an educational model. The model contained a matrix that compiled all these competencies into twelve domains of four performance phases each. The model provides a framework for all activities in the field of vocational special needs: research, development, demonstration, personnel preparation, and technical assistance. The remaining project objectives focused on creating and pilot testing a needs assessment instrument to measure individual educators' perceived needs for training within each phase of the twelve domains and their preferences for the delivery of this training. This instrument was designed to provide data (for decision making) to inservice planners/deliverers at local, state, and/or national levels. Pilot test results indicated that the instrument could give useful data for making inservice/preservice planning decisions and that population subgroups nad differing training needs. (The needs assessment instrument is appended.) (Author/LRA)

ED 184 001 CG 014 228

Benjamin, Libby Walz, Garry R.

Making Change Happen: Overcoming Barriers to Change. Module 52.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-78p.; For related document see CG 014 227
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Attitude Change, Behavior Change, *Change Agents, Change Strategies, *Conflict Resolution, Counselor Attitudes, Counselor Role, Elementary Secondary Education, Guidance Personnel, *Interpersonal Competence, Models, *Organizational Climate, *Skill Development
Identifiers-*Barriers

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed specifically for school career guidance personnel. The goal of this module is to teach participants how to overcome barriers to change by: (1) acquainting them with a model for overcoming barriers; (2) helping them identify personal and organizational barriers; and (3) assisting them to develop an action plan for overcoming barriers. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

ED 184 069 CS 005 310

Juel, Connie L. Solso, Robert L.

Effects of Orthographic and Phonic Structures on Word Identification.

Pub Date-79

Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Ability, Age Differences, Comparative Analysis, *Decoding (Reading), Elementary Education, *Reading Ability, Reading Research, *Reading Skills, Structural Analysis (Linguistics), *Word Frequency, *Word Recognition, Word Study Skills

The reaction times (RTs) of 48 elementary school students in two word identification tasks were recorded to gauge the effects of orthographic and phonic structures. The subjects, high ability and low ability students from grades four and five and from grades two and three, either matched a word to one of two pictures on display or decided if a visual display of letters made a word. In the picture task, the older and high ability readers had faster RTs. The low ability readers had extreme difficulties with low frequency words, and the meanings of words containing commonly taught phonic units were accessed faster than words lacking such elements. Although there was no main effect of orthography, there was a significant interaction between orthography and frequency. In the word/nonword task, older readers were much more adept than younger readers, but ability was not a significant factor. Apparently exposure to print helped determine wordness.'' High frequency words were recognized more rapidly as real words, but to a lesser extent than in the picture condition. These results indicate that phonic structures are the critical factors in word identification, while orthographic redundancy takes a supporting role in the identification of low frequency words. (RL)

ED 184 157 CS 502 832

Reinhardt, John E.

Towards an Acceptable Concept of the New World Information Order.

Pub Date-Oct 79

Note-14p.; Paper presented at the U.S.-Japan Symposium (Boston, MA, October 11, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Cultural Awareness, Cultural Differences, *Cultural Exchange, Developed Nations, Developing Nations, Freedom of Speech, *Global Approach, *Information Dissemination, *International Relations

Identifiers-*Intercultural Communication, *International Commuqication, World Order

A resolution adopted by the United Nations General Assembly in December 1978, which set out the goal of a new, more just, and more effective world information and communication order, represented a new focus on conceptual rhetoric. Although there is as yet no settled definition of the new world order a concept that involves cultural relations in the broadest sense it has been agreed that the new order must be based on wider and better balanced information dissemination, that it should promote interdependence and cooperation between developing and developed nations, and that it should strive for an expanded and progressively more equal dialogue between differing societies. In cases where the free circulation of information conflicts with other values, such as the protection of personal privacy and the preservation of cultural diversity, information flow should be treated as a preferred freedom, and competing values should be given maximum scope short of curtailing that freedom. Those in developed nations should aim for more information exchange with developing nations in order to understand the full world community. The objective to which the United States is committed should be information freedom now for all those equipped to participate, and full participation as soon as possible for those currently disabled. (GT)

ED 184 204 EA 012 493

Marklund, Sixten

Educational Administration and Educational Development. Studies in Comparative and International Education No. 1.

Stockholm Univ. (Sweden). Inst. of International Education.

Pub Date-Nov 79

Note-68p.; Not available in paper copy due to small print size of original document.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Administration, *Educational Change, *Educational Development, Educational Policy, Governance, Organization, Policy Formation, Public Schools, School Community Relationship

Identifiers-*Sweden

This paper analyzes interrelationships between educational administration and educational development (defined as guided educational change) in Sweden. First, characteristics of the Swedish educational system and its management are described. The paper notes a growing trend to connect educational activities to community activities. Thus, school administration is increasingly becoming the administration of school-community relations. This development was inspired by socioeconomic progressivism and pedagogic progressivism. This progressivism requires a new kind of administration in which a changing, rather than a static, school is being administered. Both local and central administrators are often forced to interpret the aims of educational policy, choose a position when aims conflict, and set priorities between different aims. Thus, educational administration in itself becomes a force for educational development. Management of education has also changed through new laws on employment protection and joint regulation of working conditions. The employment protection law is sometimes difficult to apply to research and development if high quality and competence are to be maintained. The problem is balancing the public interest (determined politically) and the interests of special groups (determined through negotiations). If these interests cannot be balanced, both educational administration and educational research and development may be affected. (Author/JM)

ED 184 227 EA 012 540

Patterson, Robert S. And Others
The Potential and the Reality of Program Evaluation in a Teacher Preparation Institution.
Alberta Univ., Edmonton. Faculty of Education.
Pub Date-7 Jun 79
Note-67p.; Papers presented in a Symposium on Program Evaluation at the Conference of the Canadian Association for Teacher Education (Saskatoon, Saskatchewan, June 1979). For related documents, see EA 012 536-539.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Beginning Teachers, Educational Objectives, Elementary Secondary Education, Literature Reviews, Models, *Organizational Effectiveness, *Practicums, Program Descriptions, *Program Evaluation, *Schools of Education, *Teacher Education, Teaching Skills
Identifiers-*University of Alberta (Canada)

This document contains four papers that examine the issue of program evaluation in the education department of the University of Alberta. The first paper discusses the creation of an office of program evaluation, its purpose, and future. The implementation of a model to guide program evaluation activities is discussed in the second paper. In addition, an examination is made of two studies dissecting both the skills and skill needs of beginning teachers who were graduates of the university's teacher education program. The third paper discusses the application of an organizational effectiveness model to program evaluation. Finally, the fourth paper examines the involvement of personnel in the evaluation of an education practicum. Companion publications examine other aspects of the teacher preparation program. (Author/LD)

ED 184 048 CG 014 373

Duran, Paul C.

A Model Education Program for Juvenile Detention Homes in the United States.

Pub Date-Aug 79
Note-214p.; Ed.D. Dissertation, University of Sarasota, FL.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Adolescents, Affective Objectives, *Behavior Modification, Cognitive Objectives, *Correctional Education, Counseling, *Delinquent Rehabilitation, Educational Objectives, Elementary Secondary Education, *Institutional Schools, Models, Questionnaires, Statistical Data, *Youth Programs

This model, developed to establish standards for effective detention home education, is based on results of a questionnaire sent to staff members of 45 youth homes in Illinois, Indiana, Iowa, Michigan and Wisconsin. The model covers seven aspects of youth home education: (1) purpose, (2) target persons, (3) personnel, (4) program, (5) procedures, (6) building design, and (7) budgetary matters. The model is designed to serve homes providing secure detention only and those providing both secure detention and residential treatment. (Author/JC)

ED 184 092 CS 005 340

Seidenberg, Mark S. And Others

The Time Course of Lexical Ambiguity Resolution in Context. Technical Report No. 164.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Contract-400-76-0116

Note-58p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Ambiguity, College Students, Comprehension, *Context Clues, *Language Research, *Listening Comprehension, *Reaction Time, Responses, Semantics, Time, *Word Recognition

Identifiers-*Center for the Study of Reading IL

Two experiments on the processing of lexical ambiguities in spoken prose were conducted using college students as subjects. The studies focused on noun-noun ambiguities, e.g. straw'' and organ.'' The experiments utilized a variable stimulus onset asynchrony priming paradigm in which an auditory stimulus is followed at a variable interval (either 0 or 200 milliseconds) by a target word related to one meaning of the ambiguous word. For example, Although the farmer bought the straw...'' would be followed by hay'' or sip.'' In the first experiment, with ambiguous words appearing in contexts that did not favor either reading, subjects accessed multiple readings or meanings at one millisecond but retained only a single reading 200 milliseconds later. In the second experiment, with ambiguous words appearing in contexts that provided semantic information relevant to only one reading, listeners accessed only a single reading at both stimulus onsets. The results suggest that selective access will occur for this class of ambiguous words when a word in the context primes one reading of a subsequent ambiguous word. (Author/MKM)

ED 184 136 CS 205 448

Bossone, Richard M. Larson, Richard L.
Needed Research in the Teaching of Writing.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Report NO.-CASE-02-80
Pub Date-80
Note-43p.
Available from-Richard M. Bossone, Center for Advanced Study in Education, Graduate Center of City University of New York, 33 W. 42nd St., New York, NY 10036 ($3.00 while supply lasts)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Higher Education, Instructional Materials, *Research Needs, Secondary Education, Surveys, *Teacher Attitudes, Teacher Education, *Teacher Effectiveness, *Writing (Composition), *Writing Instruction

A total of 219 instructors of writing at the elementary, secondary, and primarily the college levels responded to a questionnaire survey designed to obtain information concerning their professional preparation and research priorities. The findings revealed that a large percentage of instructors did not feel they were well trained for their work. In identifying the difficulties they thought their students had in writing, the respondents cited the inability to develop ideas as their chief concern, followed closely by the inability to organize ideas. The findings confirmed the profession's interest in new teaching techniques and the recent increased attention to students as human beings. The respondents tended to avoid the use of programed instruction, television, and other audiovisual techniques in favor of discussion and conferences. They were also developing an increased interest in the use of peer tutors. The instructors' research priorities included research on the efficacy of different instructional techniques with a focus on the ways in which humans process language and on the ways in which human interaction (through writing) assists growth in writing ability. (FL)

ED 184 180 CS 502 861

Weitzel, Al R.
Assessing Theories of Rhetoric.
Pub Date- 79
Note-14p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Discourse Analysis, Philosophy, Research Needs, *Rhetoric, Rhetorical Criticism, *Speech Communication, *Theories

Noting that little effort has been devoted to the precise use of the term theory'' in rhetorical theory studies, this paper argues that, for the sake of scholarly precision in research, it is important to establish parameters of the term and to distinguish it from related terms and concepts. The paper reviews the advantages of the use of theory, contrasts the conceptions of a theory of rhetoric and a philosophy of rhetoric, and develops the goals and constituents of a contemporary theory. (FL)

ED 183 771 CE 024 230

Fraser, Renee White Shani, Hadasa

Guidelines for Analysis of Environmental Health Planning in Developing Countries. Volume 2: Environmental Health Planning. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.
Report NO.-DHEW-PHS-79-50081
Pub Date-79
Contract-282-77-0128
Note-128p.; For related documents see CE 024 223-237.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Developing Nations, Economic Development, *Environment, Financial Support, Guidelines, Guides, Health Conditions, Health Programs, *Health Services, National Programs, Pollution, *Program Development, *Program Evaluation, Public Health, Rural Areas, *Sanitation, Vocational Education, Waste Disposal, Wastes, Water Resources
Identifiers-Pest Control

Intended to assist Agency for International Development (AID) officers, advisors, and health officials in incorporating health planning into national plans for economic development, this second of ten manuals in the International Health Planning Methods Series deals with assessment, planning, and evaluation in the field of environmental health. The material in chapter 1 covers contemporary issues in environmental health. Principles of environmental health assessment, planning, and evaluation are outlined in chapters 2-4. The remaining five chapters discuss the need for improvements in such areas as drinking water supply, wastewater and excreta disposal, and pest control, and point out the occasionally adverse effects of economic development projects. Examples are drawn from the fields of agriculture, industry, transportation, and land-use patterns. The topics of financing water programs and solid waste disposal are also addressed. (A supporting document in the International Health Reference Series containing a literature review and annotated bibliography is available separately as CE 024 224.) (YLB)

ED 183 806   CE 024 358

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mountains. Final Report, February 1977-January 1978.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.

Pub Date-Jan 78

Note-8p.; For related documents see CE 024 359-367.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, Basic Skills, *Curriculum Development, *Handicrafts, *Job Skills, Readability, Vocational Education

Identifiers-Blue Ridge Mountains

Designed to utilize basic skills and develop a vocational or vocational skills, eight adult basic education modules were developed which highlight authentic Blue Ridge Mountain crafts. Modules provide instruction in apple dolls, braided rugs, candles, caning, corn shuck dolls, pottery, quilting, and weaving (see Note). Selection of the crafts was based on the following criteria: cost to potential user of the module, level of skill needed to develop craft, and the current marketable potential of the craft. Prepared through a collaboration of project staff and local craftspeople, the modules contain historical backgrounds, equipment lists, procedural instructions, and step-by-step diagrams. Upon field testing, modules were rewritten to accomodate lower readability levels. Using the Fry readability formula, final module drafts range from [illegible].5 to 4.5 grade levels. A final copy of the module package includes an instructor's manual. While there are suggested classroom uses for the modules, they are designed for the student to use independently. (MEK)

ED 183 919 CE 024 580

Royce, Sherry Malesic, Linda

APL Made Easy. A Card Catalogue of 100 Lesson Plans and a Teacher's Guide. A 309 Adult Education Project, July 1, 1978-June 30, 1979.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-Jul 79
Note-230p.; Pages with small type will not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Adult Basic Education, *Basic Skills, Community Resources, Community Services, *Competency Based Education, Consumer Economics, Curriculum Guides, *Daily Living Skills, Employment Interviews, Government (Administrative Body), Health Education, *Integrated Curriculum, Interpersonal Competence, Job Application, Job Performance, Learning Activities, Legal Education, Lesson Plans, Safety Education, Teaching Guides
Identifiers-Adult Performance Level, Life Skills

This teacher's guide and one hundred lesson plans are an adult performance level (APL) curriculum to assist adult basic education (ABE) teachers in switching to a competency based adult education program which integrates academic and life skills concepts into one lesson. The teacher's guide describes the project need, product, method of determining product scope, and product evaluation procedures. It also contains a participant's Life Skills Checklist, Bibliography of Resource Materials, and a section on using the lesson plans. Directed toward a specific competency in one of the five APL areas, lesson plans are divided into these groups (each group containing twenty lesson plans): occupational knowledge, consumer economics, health and safety, government and law, and community resources. The file card format for each lesson plan includes headings and codes keyed to the participant's Life Skills Checklist, estimated classroom teaching time, APL area, specific life skills topics, and lesson plan. The lesson plan provides (1) teacher preparation, (2) basic skills both academic and life skills to be acquired by the participant, (3) specific activities, (4) demonstration of competence, and (5) individual life skill activity. Any resource materials to be used by teacher or student are coded to correspond to a bibliographic listing in the teacher's guide. (YLB)

ED 183 979 CG 014 191

Kernodle, R. Wayne Kernodle, Ruth L.

A Comparison of the Social Networks of Blacks and Whites in a Sample of Elderly in a Southern Border State.

Pub Date- 79

Note-21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Blacks, Comparative Analysis, Friendship, Interaction Process Analysis, *Life Style, *Networks, *Older Adults, Racial Differences, Social Isolation, Social Life, *Socioeconomic Influences

Identifiers-*United States (South)

The social network of elderly blacks was compared with whites in a sample of 241 ambulatory persons interviewed in congregate settings in a planning district of a border Southern state. Questions were asked about monthly patterns of social interaction, such as visiting and phone contacts with children, other kin, neighbors, friends, involvement in group and community activities, patterns of local and non-local travel. Occupation prior to retirement was obtained and used to suggest any social class differences influencing these patterns. Results indicated that: (1) blacks had significantly more contact with children and kin than did the whites; this was true for all social classes (Class I being the highest and Class III the lowest); (2) whites (except Class III) had more contact with neighbors and friends; (3) relative social isolation and lack of social network was experienced by Class III whites and the very rich network of Class I Blacks; and (4) whites were more involved in community and group activities, with church and church groups being the main group involvement of blacks. (Author)

ED 184 114 CS 205 414

Dandridge, Sarah And Others

Independent Study and Writing. Curriculum Publication No. 2.

California Univ., Berkeley. School of Education.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.; Rockefeller Family Fund, Inc., New York, N.Y.; Rosenberg Foundation, San Francisco, Calif.
Pub Date-79
Note-45p.
Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Independent Study, Individual Differences, *Performance Contracts, *Student Centered Curriculum, *Student Projects, Teaching Methods, Truancy, *Writing (Composition), Writing Instruction, Writing Skills
Identifiers-*Bay Area Writing Project

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. The purpose of the booklet is to help teachers, parents, and students understand the provisions of contract independent study and how to start an independent study program. The first section defines contract independent study and outlines ways to implement it. The second section provides examples of high school level independent study contracts that are community based, classroom based, based on special interests, designed for turned off'' students, and based on practical experience. The third section describes elementary school contracts for both nonattending and regularly attending students. The fourth and fifth sections explain how writing and basic competency needs can be met through independent study contracts. The last section offers examples of district program guidelines for independent study and samples of individual student contracts. (AEA)

ED 184 252 EC 123 184

Banet, Bernard And Others

High/Scope Foundation Demonstration Preschool Project. Final Program Performance Report, August, 1977. Volume I.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 77

Grant-OEG-0-74-2720

Note-155p.; Print is marginal in parts; Best copy available.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Non-Print Media (100)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Delivery Systems, *Demonstration Programs, *Disabilities, Early Childhood Education, *Inservice Education, Intervention, Parent Participation, *Preschool Education, Program Descriptions, *Program Evaluation

Identifiers-*High Scope Demonstration Preschool Project

The document presents the final report of the High/Scope Demonstration Preschool Project, one of the First Chance national demonstration projects funded under the Handicapped Children's Early Education Program. Chapter 1 outlines accomplishments of the project in terms of seven program goals (including the development of procedures for assessing children's developmental status and evaluating their progress in the course of preschool program participation). In Chapter 2, the High/Scope Cognitively Oriented Curriculum is described as an example of a developmental approach in early childhood special education. The historical background and basic goals and strategies of the model are considered, and some important child outcome data are cited. Chapter 3 summarizes the services provided to program children. Chapter 4 reviews the outcomes of home visits, parent conferences, and parent meetings. A fifth chapter describes demonstration and dissemination activities, while a sixth traces training of personnel from other programs and agencies (included in this chapter is a sample preschool teacher training profile form). Chapter 7 provides summaries of the training materials to be used in replication, the High/Scope Foundation First Chance Outreach Project, and the High/Scope Fouqdation Early Childhood Personnel Training Project. A final chapter considers evaluation of the inservice training program and offers a sample evaluation form. (SBH)

ED 184 272 EC 123 421

Connett, Jane Swanson, Monty

A Guide for Implementing Project DEEP (Diversified Educational Experiences Program). Administrator's Guide.

Wichita Public Schools, Kans.
Pub Date-Jan 79
Note-37p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides, Behavior Problems, *Classroom Techniques, *Gifted, *Inservice Teacher Education, *Nontraditional Education, *Potential Dropouts, Secondary Education
Identifiers-*Diversified Educational Experiences Program

The guide is designed to provide the building level administrator a step by step model for implementing Project DEEP's (Diversified Educational Experiences Program) alternative classroom management system for secondary academic classrooms with disaffected (attendance problems, discipline problems, potential dropouts), average, and gifted and creative students. Material is arranged in a developmental format, answering questions as the administrator progresses through the process of identifying the program; matching needs with program; involving other educators; selecting teachers; building the team; training staff; communicating with parents and community; and installing, managing, and evaluating the program. It is explained that Project DEEP is student centered and project oriented with students in DEEP classrooms identifying needs, formulating objectives, developing tasks based upon these objectives, presenting group projects based on fulfillment of objectives, receiving teacher debriefing following the project, and participating in their own evaluations. The document includes attitudinal assessment and curriculum objectives checklists, a DEEP training schedule, a list of suggested materials, and sample forms. (SBH)

ED 183 732 CE 024 069

Mott, Frank L.

The Socioeconomic Status of Households Headed by Women.

Employment and Training Administration (DOL), Washington, D.C.

Report NO.-DOL-ETA-R&D-Mono-72

Pub Date-79

Note-72p.; Some pages having light or small type will not reproduce well.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 029-000-00390-4).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Blacks, Educational Experience, *Employment Experience, Employment Problems, *Females, *Heads of Households, Health, Longitudinal Studies, *National Surveys, Poverty, *Socioeconomic Status, Work Experience

A study of the socioeconomic status of households headed by women was conducted based upon data obtained from the National Longitudinal Surveys (NLS) of Labor Market Experience. (Since the mid-1960s NLS has been following labor market experiences of four cohorts of persons including male and female youth and mature men and women.) This study used data from both the younger cohort of women (aged 14-24 when first interviewed) and the older cohort of women (ages 30-44 when first interviewed). Each of the cohorts included about 5,000 individuals, with an overrepresentation of blacks in each. The findings indicated that marital disruption is an economic disaster to many women. On average, family income is cut in half during te transition year when divorce, separation, or death of husband occurs. Also pointed out was that black female heads of households are more severely disadvantaged in the labor market than are whites. Black women heading households are less likely to be employed. The transition from marriage to head of household usually results in an increase in employment for mature white women, but a decline for blacks. Moreover, black women who are working hold lower status jobs than their white counterparts. Overall, the economic differences between mature black and white women heads of households reflected that black women were less likely to have completed high school and more likely to have a health problem limiting the amount or kind of work they could do. (Author/BM)

ED 183 752 CE 024 147

American Government. Nevada Competency-Based Adult High School Diploma Project.
Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-42p.; For related documents see CE 024 140-151.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, Minimum Competencies, Skills, Tests, *United States Government (Course)
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on American government is divided into fourteen topics. The topics included are: definition of State''; left to right political spectrum; Dictatorship vs. Democracy; Capitalism, Communism, Socialism; Basic Principles of Constitution; Amending the Constitution; Civil Rights Guaranteed Citizens; Court Cases on Rights; Legislative Branch; Judicial Branch; Executive Branch; Executive Agencies; Economics; and Foreign Affairs. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

Gardner, David C. And Others
Arc Welding Dictionary 2. Project HIRE.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-71p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, Individual Instruction, Instructional Materials, *Learning Disabilities, *Remedial Instruction, Secondary Education, Small Group Instruction, *Trade and Industrial Education, Vocabulary, *Vocabulary Development, Welders, *Welding
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this second of three picture dictionary booklets in the Arc Welding series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains four lessons: (1) Electrode and Electrode Code, (2) Equipment, (3) Welding Tools, and (4) Welding Materials. The format for each lesson includes (1) general directions, with a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 411 and CE 024 413. An accompanying teacher's manual is available as CE 024 410. (This is one of five series of materials developed by Project HIRE. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 900 CE 024 531

Military Curricula for Vocational & Technical Education. Still Photojournalism Techniques, 16-3.

Air Force School of Applied Aerospace Sciences, Lakeland AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 78
Note-245p.; Not available in paper copy due to small, light type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Education, Behavioral Objectives, Codes of Ethics, Communications, Course Descriptions, Curriculum Guides, High Schools, Interviews, *Journalism, Journalism Education, *Layout (Publications), Learning Activities, Legal Responsibility, Newspapers, *News Writing, *Photography, Policy, Postsecondary Education, Programed Instructional Materials, Publicity, Study Guides, Textbooks, Workbooks
Identifiers-Military Curriculum Project

These instructor materials and student workbook and programmed texts for a secondary-postsecondary-level course in still photojournalism techniques are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 234-hour course consisting of four blocks of instruction is to provide knowledge and training in these areas: journalistic process and role of the photojournalist; information acquisition techniques; elements of style in writing; communicating with people; legal and ethical considerations; processing techniques; personality feature; group, publicity, editorial, sports, and picture stories; and layouts. The plan of instruction, which suggests number of hours of class time devoted to each course objective (lesson) and details references and materials, is based on the following outline: The Journalistic Sequence (5 lessons, 20 hours), People Pictures (6 lessons, 80 hours), The Communication Process (3 lessons, 48 hours), and Job-Oriented Workshop (7 lessons, 86 hours). Block 1 (The Journalistic Sequence) is a workbook and study guide which includes objectives, informative materials, procedures, questions, and references. The other blocks consist of programmed texts with review exercises and tests. Some slide-tapes are suggested but not provided. (YLB)

ED 183 940 CE 024 646

Career Education Policy Development and Implementation: A Collaborative Approach. Final Report, October 1, 1978-October 31, 1979.

National Association of State Boards of Education, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80090
Pub Date-Oct 79
Grant-G007802026
Note-119p.; Some pages will not reproduce well due to light or broken type. For related documents see ED 163 226 and ED 167 775.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adolescents, Business, *Career Education, *Cooperative Programs, *Coordination, Demonstration Programs, Employment Programs, Federal Aid, Federal Programs, Federal State Relationship, Industry, Information Dissemination, *Job Training, Needs Assessment, *Policy Formation, Program Development, Program Evaluation, School Involvement, Secondary Education, Secondary School Students, State Aid, State Programs, *Youth Employment, Youth Programs
Identifiers-Comprehensive Employment and Training Act, Education Amendments 1974, National Association of State Boards of Education, Youth Employment and Training Programs

A National Association of State Boards of Education (NASBE) project to develop a systematic collaborative approach to the development of policies and programs for career education emphasized the relationship between career education and the Youth Employment and Training Programs. NASBE worked with five states (Louisiana, Michigan, Mississippi, New Jersey, and New York) to identify problem areas between career education and Comprehensive Employment and Training Act (CETA) in terms of meeting needs of CETA-eligible youth. States indicated such concerns as development of quality programs, more involvement by the educational system in program planning and initiation, and initiating or increasing private-sector involvement. Responses included dissemination of information on exemplary models and federal or state-level funding, establishment of a network or exemplary programs for the CETA planning cycle, and inducement and technical assistance for innovative projects involving collaboration. A multi-media presentation outlining the process for policy development and state activities was developed. States presented their recommendations on new initiatives or changes to improve youth employment programs to members of the Vice President's Task Force on Youth Unemployment and staff from federal agencies, congressional offices, and national education associations. (Attachments, amounting to over one-half of the report, provide project materials, including needs assessment and evaluation forms and results.) (YLB)

ED 183 959 CE 024 826

Military Curricula for Vocational & Technical Education. Basic Baker, 9-4.

Marine Corps Service Support Schools, Camp Lejeune, N.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-8 Nov 72
Note-350p.; Sections of this document will not reproduce well due to light and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Bakery Industry, Cooking Instruction, Course Descriptions, Curriculum Guides, *Equipment Utilization, *Food Service Occupations, High Schools, *Occupational Home Economics, Postsecondary Education, Safety, *Sanitary Facilities
Identifiers-*Bakers, Military Curriculum Project

Both teacher and student materials are included for a bakery technology course designed to facilitate learning the fundamental duties required in a dining facility or centralized pastry shop. One of a number of military-developed curriculum packages selected for adaptation to vocational curriculum and instruction, the course consists of seventeen lessons encompassing 157 hours of lecture and demonstration. Topics covered include safety and sanitation procedures (personal hygiene, food storage, management of bakery cleaning); equipment (mixers, fermentation cabinet and proof box, deep fat fryer, ovens, measuring devices); and types of bakery products, including the function of each ingredient (quick breads, cookies, pies, cakes, and yeast raised products). A program of instruction introduces the course to the instructor, provides a summary of the unit, and lesson plans. Three other sections of the course (School Introduction, M-1942 Portable Bakery Unit, and M-1945 Mobile Bakery Unit) are not included. The lesson plans include performance objectives, performance level codes, and references. The student materials, which make up the bulk of the document, include a student workbook which is also a reference text, a glossary of food service terms, a reference text on spices, and a programmed text on the prevention of food poisoning. Four military technical manuals are referenced as text materials, but are not provided in this package. (MEK)

McBain, Susan, Comp.

Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies. Second Edition.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-120p.; For related document see ED 120 590
Available from-National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavioral Objectives, *Career Education, Classification, *Competency Based Education, Counselor Performance, Elementary Secondary Education, Guidance Personnel, *Information Sources, Postsecondary Education, Program Descriptions, *Resource Materials

This catalog, a revised expanded version of an earlier ERIC paper (ED 120 590), lists 36 educational programs and 38 sets of competencies required by guidance and counseling personnel. It is organized into two sections educational programs and lists of competencies each of which is further divided into five areas of classification based on client need: (1) Using Systematic Planning and Evaluation to Improve Career Guidance Programs; (2) Meeting the Career Needs Common to All Clients; (3) Meeting the Unique Career Needs of Special Target Groups; (4) Using and Evaluating Intervention Techniques (Direct and Indirect); and (5) Maintaining and Improving the Educational System and Environment. Each part also includes a sixth category, General Counselor Competencies, whose programs or competencies cut across the five areas listed above. For each educational program there is a general description and information on the format, contact person, outside resources, and program evaluation data. For each competency set, the format and contact person are also noted. The catalog concludes with alphabetical indices of programs, cross-referenced by titles and authors, and similar indices for competency sets. (Author)

ED 184 025 CG 014 255

Bellos, Neal S. And Others

Senior Centers Administration: Training Needs in an Expanding Area of Professional Practice.

Syracuse Univ., N.Y. All-University Gerontology Center.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date-Nov 79

Grant-90-A-1176

Note-12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 1979)

Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Administrators, *Educational Gerontology, Inservice Education, National Surveys, *Needs Assessment, Postsecondary Education, *Professional Continuing Education, Professional Development, Research Projects, *Training

Identifiers-*National Institute of Senior Centers (NCOA)

Senior centers are growing in size, number, variety, and sophistication of programs. However, administrative salaries are low, turnover is high and educational backgrouqds are very diverse. A training needs assessment survey was carried out by means of a 57-item questionnaire mailed to 1,963 members of National Council on the Aging's (NCOA's) National Institute of Senior Centers. Analysis of the 417 returns revealed characteristics of center administrators, their educational backgrounds, their perceived educational needs, and details of their programs. The centers reported an average daily attendance of 146 people and 365 individual service contacts a month. Most administrators were female and between the ages of 35 and 54, with 73.3% having completed at least four years of college. Continuing education was considered very important by 72.8% of the respondents on topics including program design and development, skills for working with the elderly, and management training. Administrators and their centers reported a willingness to invest time and money in continuing education.

(Author)

ED 184 181 CS 502 862

Rushing, Janice Hocker

Mass Media Criticism as Transformational Rhetoric.

Pub Date-Nov 79
Note-28p.; Paper presented at the Annual Meeting of the Speech Commuqication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiences, *Decision Making, *Identification (Psychology), Information Dissemination, Information Sources, *Mass Media, *Persuasive Discourse, Popular Culture, *Rhetorical Criticism
Identifiers-*Critics

Most messages from the mass media operate on the collective unconscious of a culture. The ethical consequence of such identification through unawareness is the transfer of decision making from consumers to image makers. The mass media critic can serve as a mediator of the ethical problems created by such a mode of identification. As mediating influences, the television, movie, and other media critics can expose and evaluate the values that are offered by message producers and digested by the public. Critics seeking to transform the public's identification through unawareness into identification through awareness will try to develop methods of inquiry that aid in making message values explicit. If critics adopt the role of mediator, two desirable effects should occur: a change from financial competition to value competition in the media marketplace, and the development of informed audiences able to decide what media products are good, desirable, and worthwhile. (RL)

ED 183 789 CE 024 321

Resources in Women's Educational Equity. Special Issue 1.
Women's Educational Equity Communications Network, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-Dec 79
Contract-300-77-0535
Note-465p.
Available from-Women's Educational Equity Communications Network, Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103 ($8.00)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-Adult Education, Affirmative Action, Career Choice, *Career Development, Career Education, Careers, Data Bases, Doctoral Dissertations, *Educational Legislation, *Educational Opportunities, Employed Women, *Equal Education, Equal Opportunities (Jobs), Females, Health, Instructional Materials, Occupational Aspiration, Program Descriptions, *Research Projects, *Sex Bias, Sex Differences, Sex Fairness, Vocational Education, *Womens Education
Identifiers-ABI INFORM, AGRICOLA, American History and Life, Dissertation Abstracts International Index, ERIC, Management Contents, MEDLARS, National Technical Information Service, Psychological Abstracts, Sociological Abstracts, Title IX Education Amendments 1972, Womens Educational Equity Act

This compilation of over 2,000 document resumes contains abstracts or annotations of materials relevant to women's educational equity which were entered into computerized data bases from January 1975 through December 1976. Covering material produced from about 1973 to 1976, the citations relate to one of six subject categories which were the primary influences in the search strategy development for document retrieval: education, legal, career, sex differences, life style, and health. The resumes are grouped by the eleven data bases which were searched: ABI/INFORM; AGRICOLA; America: History and Life; Dissertation Abstracts International; Educational Resources Information Center (ERIC); Management Contents; MEDLARS; National Technical Information Service (NTIS); Psychological Abstracts; and Sociological Abstracts. Within each data base resumes are sequenced by WE accession number. Each resume includes some or all of the following: author(s), title, institutional affiliation, source or organization of origin, descriptive note, report and/or grant number, publication date, accession number of source data base, descriptors which characterize the content of the document, and a document abstract. Subject, author, and institution indexes are provided. Documents and journal articles are not available from WEECN (Women's Educational Equity Communications Network). Copies may be ordered from the parent data base or other sources as indicated in the citation. (YLB)

ED 183 828 CE 024 389

Military Curricula for Vocational & Technical Education. Medical Laboratory Specialist (Basic) Part I, 10-14.

Department of the Army, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 75
Note-1,308p.; Not available in paper copy due to poor print. For a related document see CE 024 390.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF10 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Behavioral Objectives, Chemistry, Course Descriptions, Curriculum Guides, High Schools, *Laboratory Procedures, *Laboratory Technology, Learning Activities, Lesson Plans, *Medical Technologists, Postsecondary Education
Identifiers-Bacteriology, Blood, Military Curriculum Project

These instructor plans of instruction, lesson plans, and student text and review materials for a secondary-postsecondary-level course for medical laboratory specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the first of two courses (see Note) designed to provide the necessary knowledge and techniques to perform basic procedures in a medical laboratory. The outline of instruction suggests number of hours of class time devoted to each of four subject areas, a total of 412 hours of instruction: Basic Procedures in Hematology (14 lessons, 128 hours), Basic Procedures in Immunohematology and Blood Banking (8 lessons, 64 hours), Basic Procedures in Clinical Chemistry (17 lessons, 120 hours), and Basic Procedures in Medical Bacteriology (37 lessons, 100 hours). Instructor materials include outlines of the subject areas and lesson plans listing objectives, texts, references, tools and equipment, training aids, and lecture outline. Student materials include some review materials and required excerpts from the Army Training Manual 8-227. (YLB)

Project S.P.I.C.E. Special Partnership in Career Education. Self-Awareness. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-70p.; For related documents see CE 024 444-450, ED 163 226, and ED 167 775.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, *Self Concept, Teaching Guides
Identifiers-Education Amendments 1974, Florida (Volusia County), Project SPICE

This first in a series of six teaching modules on self-awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for three units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

ED 183 882 CE 024 504

Menz, Fredrick E.

Vocational Evaluation and Client Vocational Attitude, Competency, and Awareness. Research Report RT-22.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Sep 78

Note-25p.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Vocational Education, *Attitudes, *Career Awareness, Correctional Education, *Program Evaluation, Rehabilitation Centers, Vocational Adjustment, *Vocational Aptitude, *Vocational Rehabilitation, Vocational Training Centers

Identifiers-*Wisconsin

The effects of an abbreviated vocational evaluation service on client vocational awareness, attitude, and competencies were investigated. Samples for the study were drawn from the 195 clients referred by counselors to the Wisconsin Division of Vocational Rehabilitation Office Concentrated Assessment and Diagnosis in Rehabilitation Entrance (CADRE) evaluation unit. Client vocational awareness was estimated from ratings provided by the counselors and the evaluator prior to and after evaluation on the Client Level of Functional Scale. The effects of vocational evaluation on client attitude and competency were estimated in a separate sample pretest/posttest design, career maturity inventory. While previous research on the effects of a two-week vocational evaluation on vocational development of adolescents indicated improvement in vocational attitudes and some evidence of impact on self appraisal, goal selection, and vocational problem solving, the present research did not confirm those findings with the 4.5 day CADRE evaluation. Where previous research with youthful offenders found that they were aware of their vocational goals but were generally at a less than expected level on other dimensions, the present research found that the vast majority of clients were vocationally aware across all five dimensions. (The goal attainment scale for client awareness is appended.) (LRA)

ED 184 049 CG 014 375

Hohenshil, Thomas H. Maddy-Bernstein, Carolyn

Resource Guide for Business, Industry, Labor, Guidance Exchange.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

Spons Agency-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date-80

Note-35p.

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Counseling, Career Education, *Counselor Role, Industry, *Information Sources, Labor, *Occupational Information, Resource Materials, *School Business Relationship, *Vocational Education

This resource guide is designed to assist couqselors and other educators in identifying sources of information relating to business, industry and labor in areas pertaining to vocational guidance and counseling. It includes a relevant combination of articles, books, reports and organizational resource lists. The references selected represent categories of materials helpful in business/education exchange programs. A listing of contact persons for programs in various states is included. (Author/JC)

ED 184 070 CS 005 314

Duncan, Patricia H.

Family Education in Reading: A School-Initiated Model.

Pub Date-79

Note-17p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Family Involvement, Needs Assessment, *Parent Education, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, *Reading Instruction, *Reading Programs

A model program of cooperative school and family educational effort in teaching reading is discussed in this paper. Past efforts of schools to involve parents in reading programs are surveyed to reveal the following problems: programs tended to reflect the values of educators instead of parents; programs neglected planned formative and summative evaluation and communication skill development; they did not include provisions for varying parent competencies; they presented parents with lists of suggestions rather than involving parents in demonstrations, simulations, or role-playing for teaching reading concepts and methods; and they were presented to fathers and mothers to the exclusion of nonparent caretakers, part-time parents, or extended families. The program recommended here should be school-initiated and focus on four areas of development: gathering information (preprogram needs assessment through a parent opinion inventory, structured home interviews, or an assessment scale); establishing interpersonal communication goals to foster relationships among parents, students, and school personnel; training family volunteers; and selecting and implementing evaluation procedures. (AEA)

ED 184 137 CS 205 449

Shuman, R. Baird

High School Teachers and Freshman Composition.

Pub Date-Mar 80

Note-9p.; Paper presented at the combined Annual Meeting of the Secondary School English Conference and the Conference on English Education (Omaha, NE, March 27-29, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, Higher Education, *Program Content, Program Descriptions, *Secondary School Teachers, Seminars, *Teacher Effectiveness, *Teacher Improvement, Writing (Composition), *Writing Instruction

A university associates program is designed to bring secondary school English teachers in the United States to the freshman composition classrooms of a large university. Upon recommendation by their superintendents and with one-year sabbatical leaves funded at half-salary by their school districts, those selected teach three sections of freshman composition and participate in a writing seminar, for which the university pays a maximum salary of $10,000. They participate in a week-long orientation session prior to beginning their teaching assignments and meet regularly with freshman rhetoric advisors. Results of the program include the interchange of ideas in the writing seminar between associates and regular faculty and the availability of the associates as resource people in their home school districts. (AEA)

ED 184 158 CS 502 833

Sheppard, Alice

The Communication of Sex-Role Images in Popular Magazines.

Pub Date-Nov 79

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Higher Education, Media Research, *Periodicals, *Sex Differences, *Sex Role, Student Attitudes, *Student Reaction

A study to formulate a communication model by which sex role images are projected by magazine publishers and to test the implications of this model involved 321 college students enrolled in various communication classes. The students rated magazine covers on a seven-point scale that measured their degree of interest in reading each magazine. Results confirmed that clusters of magazines reflected sex role images, that males and females differed in their evaluation of magazine clusters, that men's responses to magazines indicated a unitary dimension of the male sex role image, and that women's responses to magazine covers revealed traditional versus nontraditional sex role images. (Author/AEA)

ED 184 205 EA 012 496

McCaskill, Edwin O. And Others
A Research Study About Teachers' Perceptions of Job Satisfaction.
Pub Date-Nov 79
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, Class Size, Contracts, Elementary Secondary Education, Employer Employee Relationship, *Job Satisfaction, Principals, *Teacher Attitudes, Teacher Salaries, *Teacher Supervision
Identifiers-Job Descriptive Index

This study investigated teachers' perceived job satisfaction in relation to their work and the supervision they received from the principal. Surveys were collected from 682 teachers from 41 central Texas school districts. The instrument used to evaluate teacher perception of job satisfaction and supervision was the Job Descriptive Index (JDI). The canonical correlation was chosen as the most informative and expedient statistical test to select the variables in the JDI that would be the best predictors of teacher satisfaction. Results indicated that job satisfaction was related to having an annual contract rather than a probationary or continuing contract. Teachers working in grades K-6 in the fields of special education, vocational education, and elementary education were more satisfied educators. As class size and total student load increased, teacher work satisfaction decreased. Low salaries caused job satisfaction to decline. Teachers surveyed felt that the principal was a knowledgeable, helpful, and well informed supervisor, but that the principal did not offer enough individual assistance and was not available often enough. (Author/JM)

ED 184 228 EA 012 541

Ghebtsawi, Tesheme

Bole Elementary School: A Study of the Arrangement of Information. Part 4: School Building in Early Development. International School Building News 16, No. 1.

Information Centre for School Building, Rotterdam (Netherlands).

Pub Date-Aug 79

Note-91p.; Figures may not reproduce clearly.

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Architectural Programing, Building Plans, *Classification, Construction Programs, Cost Estimates, Developing Nations, Elementary Education, *Facility Guidelines, Foreign Countries, *Information Utilization, *Models, School Buildings, Site Analysis, Site Development, Structural Elements (Construction), *Systems Building

Identifiers-*Ethiopia

This report illustrates the method, called the SfB System,'' recommended in an earlier publication by this organization, for systematization of building projects. The aim of the report is to show how to arrange information on building elements and building construction for clear definition of the parts to be built and for easy cross-referencing between the list of parts and the supporting documents drawings and specification of work. The SfB system is demonstrated in plans for a school building in the municipality of Addis Ababa in Ethiopia. (Author/MLF)

ED 184 295 EC 123 590

Evenson, Jill Spotts, Robert
Implementing Experience-Based Career Education for Handicapped Students: A Mainstreaming Approach.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Note-80p.; For related information, see EC 123 589
Available from-Far West Laboratory for Educational Research and Development, EBCE Project, 1855 Folsom St., San Francisco, CA 94103 ($5.00 limited supply)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, *Demonstration Programs, *Disabilities, *Experiential Learning, High Schools, *Mainstreaming, *Program Development, Secondary Education
Identifiers-*Experienced Based Career Education

Based on data from four successful high school Experience Based Career Education (EBCE) programs, the document considers the problems that staff might encounter in incorporating handicapped students in EBCE, presents alternative strategies for solving these problems, and provides the basis for implementing EBCE programs that would serve handicapped and nonhandicapped students together. Section I addresses three components of program planning making early planning decisions on program size and scope, orienting EBCE staff to the needs of handicapped youth, and disseminating information to the community. Section II outlines the following components of program adaptation (sample subcomponents in parentheses): developing community resources (orientation of current resource persons to working with handicapped students); adapting and utilizing program materials; locating needed services and equipment; determining procedures for admission and assessment of students (the individualized education plan IEP); and adapting the procedures of the learning program (mainstreaming the EBCE program at Highland High School, Salt Lake City, Utah; Lincoln Career Development Center, Stockton, California; the Greenhouse Program, Rockville Center, New York; and Canyon High School, Canyon County, California). A final section considers start up assistance required for incorporating handicapped students in any local EBCE program. A list of characteristics of an EBCE program based on the Far West Laboratory Model is appended and a glossary is provided. (SBH)

ED 183 807 CE 024 359

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mountains. Instructor's Manual.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
Pub Date-Jan 78
Note-21p.; For related documents see CE 024 358-367.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, Adult Vocational Education, Basic Skills, Curriculum Development, *Handicrafts, Job Skills, Readability, Resource Materials, Teaching Guides
Identifiers-Blue Ridge Mountains

Module synopses and resource lists are provided for eight adult basic education modules on authentic Blue Ridge Mountain crafts, each designed to utilize basic skills and develop avocational or vocational skills (see Note). Included are explanations of the skills incorporated in each module and a resource list, including local people and businesses. Module titles and Fry readability levels, are as follows: Apple Dolls (2.5), Braided Rugs (4.5), Candles (3.0), Caning (3.5), Corn Shuck Dolls (2.5), Pottery (3.6), Quilting (3.5), and Weaving (3.5). Suggestions for followup activities are given for each module. (MEK)

ED 183 980 CG 014 192

Sparta, Steven N.

Treatment of Helpless Children: Examination of Some Potentially Therapeutic Influences.

Pub Date- 79

Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Attribution Theory, *Behavior Change, Behavior Patterns, Children, Comparative Analysis, Elementary School Students, *Motivation, *Performance, Statistical Analysis, *Student Behavior

Identifiers-*Helplessness

Some children exhibit a pattern of debilitating behavior characterized as helplessness. Within an achievement context, such children can be observed to initiate few constructive activities, to work with little intensity on those activities already attempted, and to persist at a task only moderately especially following failure. A stratified random sample of 54 public school children were studied within three different experimental conditions, in order to ascertain the relative effectiveness of each. The three conditions were an attribution-change group, a self-management group, and a positive reinforcement group. Results of multivariate analyses of nine dependent measures showed significantly better'' changes within the attribution group on qualitative-motivational indices, using variables related to initiation (number of math problems solved), persistence (amount of time-on-task activity), and carefulness (number of problems correct and a positive accuracy ratio). (Author)

ED 184 093 CS 005 341

Brown, Ann L.

Learning and Development: The Problems of Compatibility, Access, and Induction. Technical Report No. 165.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 80

Grant-HD-00111; HD-05951; HD-06864

Grant-HD-00111; HD-05951; HD-06864

Grant-HD-00111; HD-05951; HD-06864

Note-76p.; Invited address presented at the meeting of the Society for Research in Child Development (San Francisco, CA, 1979).

Pub Type- Information Analyses (070) - Reports - Research (143) -

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Child Development, Children, *Cognitive Processes, *Comprehension, *Developmental Stages, Developmental Tasks, *Learning, *Learning Theories, *Memory, Research, State of the Art Reviews

Identifiers-*Center for the Study of Reading IL

The current status of conceptions of learning in children is reviewed and some areas of neglect are considered in this paper. The main premise is that although considerable strides have been made in the understanding of the learning process, essential developmental formulations of growth and change have been poorly articulated. It is suggested that there has been overreliance on the dominant theories of adult cognition and a return to a consideration of developmental issues within a framework of comparative psychology is advocated. Preliminary steps for a revived theory of development and learning are described, including a consideration of such topics as compatibility or naturalness, accessibility and flexibility of learning, and processes of induction. A three-pronged attack on the investigation of essential features of learning is suggested that involves: detailed specification of developmental progressions and trajectories within a domain, microgenetic considerations of learning within a subject over time, and engineering change via the intervention of supportive others. (Author/MKM)

Draper, Virginia

Formative Writing: Writing to Assist Learning In All Subject Areas. Curriculum Publication No. 3.

California Univ., Berkeley. School of Education.
Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-79
Note-65p.
Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Creative Writing, Elementary Secondary Education, *Expository Writing, Higher Education, *Student Writing Models, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills
Identifiers-*Bay Area Writing Project, Composition Process, *Writing across the Curriculum

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project, each focusing on a different aspect of the teaching of composition. This booklet explains techniques that can be used by teachers in all subject areas to help students use writing, not merely as a means of testing knowledge, but as a method of gaining knowledge. The first portion of the booklet defines formative writing (based on the distinction between formative and summative evaluation techniques) and its use in free writing, focused free writing, questioning, note taking, journals, and writing about assignments. The major portion of the booklet is an appendix of examples of formative writing for formal composition and for writing without formal composition as a goal. (AEA)

ED 184 182 CS 502 867

Rubin, Alan M. Rubin, Rebecca B.

Television Viewing in a Health Institution.

Pub Date-Nov 79

Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Age Differences, *Environmental Influences, *Patients, *Programing (Broadcast), Television Research, *Television Viewing, Use Studies

A survey of 128 hospital patients produced the following findings about hospital-home television viewing differences. Viewing motivations differed between home and hospital contexts. Patients indicated that television was used in the hospital more often to pass the time, but less frequently for information, entertainment, and relaxation, than in the home. Program preferences at home and in the hospital also differed. Patients preferred more comedies, news programs, and movies, but fewer variety, drama, and sports programs, when confined in the hospital. The amount of television viewing was significantly greater in the hospital than at home for those who rented the hospital's television service. A greater proportion of youqger viewers than older viewers rented the hospital's television service. Younger patients differed from older patients in their home viewing behaviors/motivations, but not in their hospital viewing motivations or preferences. (Author/RL)

ED 184 253 EC 123 209

Carey, Judith A. Strauch, James D.

Surrogate Parent Training Program: Facilitator's Manual.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date-78

Note-143p.; Print is faint in parts; For related material, see EC 123 210

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Child Advocacy, *Decision Making, *Disabilities, Due Process, *Educational Legislation, Federal Legislation, Instructional Materials, Postsecondary Education, *State Legislation, *Student Rights, *Training Methods

Identifiers-*Surrogate Parents

A facilitator's manual for a surrogate parent training program, which focuses on the concepts, attitudes, and skills necessary to successfully represent handicapped children in educational decision making processes, is provided. It is explained that the training program is divided into five sections comprising approximately 40 to 50 hours of instruction. Section 1 identifies state laws including the main features and provision of each in relation to the education of handicapped children. In Section 2 federal laws are described which mandate special education. Surrogate parenting is the focus of Section 3, which examines the responsibilities of a surrogate parent in representing a child in the educational decision making process. Section 4 discusses the categories of exceptionality and the educational programing options available in the schools. The final section considers due process, mediation, hearing, and appeal procedures within the state, and the role of the surrogate parent in the process. Each component contains objectives, activities, and suggested instructional and media materials for use by either trainer or participant. Bibliographies on due process and materials of interest to parents, as well as lists of agencies involved with due process and a program evaluation form are appended. (PHR)

ED 183 753 CE 024 148

United States History. Nevada Competency-Based Adult High School Diploma Proejct.

Nevada Univ., Las Vegas. Coll. of Education.

Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.

Pub Date-79

Note-72p.; For related documents see CE 024 140-151.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, Minimum Competencies, Skills, Tests, *United States History

Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on United States history is divided into twenty-four topics. The topics included are: Backgrounds of American Colonization; Colonial Life; Causes of the American Revolution; Creating a New Government; War of 1812; Gold Rush and Acquisition of Territory; Development of Political Parties; Civil War; Reconstruction; Settlement of Plains; Railroad, and Indians; Industrialization; Labor Laws and Trustbusting; Immigration; Social Reform; Spanish-American War: World War I; Inflation of 1920s and Cause of 1929 Stock Market Crash; Depression; Causes of World War II; World War II, Events and Results; Cold War in Europe and Korea; Vietnam War; the 1960s; and The 1970s. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

ED 183 846 CE 024 413

Gardner, David C. And Others

Arc Welding Dictionary 3. Project HIRE.

Boston Univ., Mass. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--498AH70309
Pub Date- 79
Grant-G007701947
Note-77p.; For related documents see CE 024 117-118, CE 024 406-424, and CE 024 740.
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Instruction, *Autoinstructional Aids, Definitions, Dictionaries, Individual Instruction, Instructional Materials, *Learning Disabilities, *Remedial Instruction, Secondary Education, Small Group Instruction, *Trade and Industrial Education, Vocabulary, *Vocabulary Development, Welders, *Welding
Identifiers-Project HIRE

Designed as supplemental material to on-going instruction in the vocational program, this third of three picture dictionary booklets in the Arc Welding series is intended to assist the learning handicapped student to master the core vocabulary taught in the trade. Intended for individual or small group instruction with minimal supervision, this module contains six lessons: (1) Groove Welds, (2) Welding Symbols, (3) Basic Joints, (4) Parts of a Weld, (5) Welds, and (6) Measurement. The format for each lesson is (1) general directions, including a list of words taught in that lesson, and (2) each word presented on a separate page with a representative picture and simple definition. (The module is intended for use with a cassette tape and flash cards.) An alphabetical index to the vocabulary words in the module is given at the back of the booklet. Two other dictionaries in this series are available as CE 024 411 and CE 024 412. An accompanying teacher's manual is available separately as CE 024 410. (This is one of five series of materials developed by Project Hire. The two-volume final report of the project is available as CE 024 117 and CE 024 118. See Note for the other series.) (YLB)

ED 183 920 CE 024 586

Boespflug, LeRoy R.

Dickinson High School. Career Awareness. Nine Week Mini-Unit.

Dickinson Public School District 1, N. Dak.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck.

Note-155p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Academic Aptitude, *Career Awareness, Career Development, *Career Education, Career Planning, Decision Making, Employment Interviews, Grade 10, High Schools, Instructional Materials, Job Application, Job Search Methods, *Learning Activities, Letters (Correspondence), *Minicourses, Questionnaires, Student Interests, Surveys, Values, Vocational Aptitude

Identifiers-Dickinson High School ND, Resumes

This guide contains supportive materials for a nine-week mini-unit developed for and utilized within the framework of the tenth-grade required Career Awareness Class of Dickinson High School, North Dakota. The first section on work and the work ethic presents a career development glossary for career education and two essays on identifying the content of work-related instruction. Work Concepts in the Schools, by Robert M. Peterson, is a survey of educators' opinions about work; The Work Ethic in Career Education Materials, by Robert M. Peterson and James N. Johnson, is an analysis of printed materials used in the schools. Topics considered in other major sections include the world of work, individual values, interests, aptitudes, decision making, career planning information for sophomores, preparing a resume, letter of application, the application form, job interview, looking for a job, handling the job, local government, and insurance. Various informative materials are provided: occupational clusters; scholarship and financial aid information; sample resumes, lecters to admissions officers, letters of application, and application forms; representative job-interview questions; and glossaries of legal and insurance terminology. Student activities include self-evaluation, attitude survey, values appraisal scale, interest survey, career planning forms, career awareness questionnaires, interview evaluation, career information interviews, and cost-of-living and income and expenses exercises. (YLB)

ED 184 026 CG 014 256

Fyans, Leslie J., Jr. And Others

Cross-Cultural Sex Differences in Achievement and Career Motivation.

Pub Date-79
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement, *Career Development, College Students, Comparative Analysis, Cross Cultural Studies, *Cultural Differences, High School Students, Interaction Process Analysis, Islamic Culture, *Motivation, Research Projects, *Self Concept, *Sex Differences
Identifiers-*Iranians

Cross-cultural sex differences in achievement and career motivation of 432 Iranian and U.S. high school and college students were obtained by a multiple level generalizability perspective. The independent variables were culture, sex, age, family socialization, academic self-concept, home self-concept, social self-concept, perceived community support, perceived discrimination, and risk-taking behavior. The multiple level cross-cultural generalizability analysis revealed that the major portions of dependent variable variance were accounted for by interaction terms. For achievement motivation, 78% of the variance was attributable to a culture x sex x age interaction. For career motivation, the majority of the variance (between 52% and 78%) was accounted for by interaction terms of sex x culture, sex x age, age x academic self-concept, and age x home self-concept. These results suggest that motivation is a function not only of personological and situational factors but of cultural differences. (Author)

ED 184 050 CS 005 071

McConkie, George W.
Eye Movement Monitoring in the Study of Silent Reading.
Pub Date-Apr 79
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979). For related documents see CS 005 071-072 and CS 005 321-323.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computers, *Eye Fixations, *Eye Movements, Measurement, *Measurement Techniques, *Reading Processes, *Reading Research, Research Methodology

Eye movement monitoring is useful both in the control of experiments on reading and as a source of data. Experiments using eye monitoring techniques have helped develop the following conclusions about the reading process: the region of text read during a fixation is quite small and asymmetric to the right of the center of vision, successive fixations are essentially nonoverlapping, the durations of fixations reflect cognitive processing occurring at that point in the text, and the eye is directed to specific locations in the text during reading. To continue exploring the reading process with eye movement techniques, a monitoring system was developed and tested using a Biometrics eye movement monitor connected to a PDP-11/40 computer. As the eye monitor reported eye positions 1,000 times per second, the computer controlled text display on a cathode ray tube (CRT) and recorded all data for analysis. Printouts of the data showed how eyes moved across a line of text, eye fixations and their lengths, movements between fixations, and changes in text display. Since the computer can be programed to make adjustments in the text display while eye movements are in progress, it provides greater control over experimental data and a faster means of verifying and refining previous research. (RL)

ED 184 159 CS 502 834

Sharf, Barbara F.

A Rhetorical Approach to Understanding the Medical Interview.

Pub Date-Nov 79
Note-29p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Case Studies, *Communication (Thought Transfer), *Interaction Process Analysis, Interpersonal Competence, *Medical Services, *Physician Patient Relationship, Rhetoric, *Speech Communication
Identifiers-*Communication Research

After discussing the rhetorical nature of physician/patient interactions, this paper describes and analyzes six medical interviews to illustrate the evolution of interpersonal and role relationships between physicians and patients, the sorts of information that are shared, and the way problems are resolved. The interviews that are described consist of two from family practice, two from internal medicine, and two from pediatrics. They vary in duration from 15 minutes to an hour; the sample of physicians is weighted toward white, American, male residents; and the patient population is white, evenly divided between sexes, and representative of a range of ages and socioeconomic levels. Among the findings discussed are that the physicians took primary responsibility for asking questions and for initiating topics; that they tended to explain, prescribe, demonstrate, remind, and repeat; that they used various approaches to attempt to gain patient cooperation; and that they were acknowledged as the experts in the interviews, an assumption that helped them to order and regulate the interviews, but one that led to a passive role by patients. (GT)

ED 184 229 EA 012 543

Firestone, William A. Corbett, H. Dickson, III

School vs. Linking Agent: Contributions to the Change Process.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agency Role, *Change Agents, *Cooperative Planning, *Educational Change, Graphs, Problem Solving, School Districts

This study examined cooperative planning for change between educational linkers and 11 schools. Qualitative field research methods were used to determine the effects that school context factors, the school-agency relationship, and linking agent behavior had on project outcomes. Results showed that the school context and the school-agency relationship were more strongly related to how well planning progressed and the degree to which local project ownership developed than to the agents' behavior. However, the linkers performed a critical mediating function between the agency's planning procedures and school conditions. Differences in school conditions required the linkers to take different actions to carry out this function, and thus no uniform effects of linking agent behavior were found. (Author)

ED 184 273 EC 123 422

Individualizing Parent Involvement.

Washington Univ., Seattle. Western States Technical Assistance Resource.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 79
Contract-300-77-0508
Note-27p.; No. 3 in a series of papers on topics of interest to projects within the Handicapped Children's Early Education Program
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities, *Individualized Instruction, Knowledge Level, Needs Assessment, Parent Counseling, *Parent Education, *Parent Participation

The booklet describes an approach to individualizing parent involvement in special education programs. A family needs checklist addresses parents' knowledge (of community resources, educational programing, support services, and general information about normal developmental levels and tests and measurement); support; skills in working with children; and willingness to be involved in parent programs. An activity list parallels the needs checklist and lists possible activities for each need. A final section examines types of activities, including information packets, group speakers, individual parent-staff conferences, lending library services, and workshops and conferences. (CL)

ED 183 733 CE 024 098

Durham, Diana J. Kennedy, Virginia E.

Vocational Education for Handicapped Individuals in California.

California Regional Resource Center, Los Angeles.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.
Pub Date-79
Note-79p.
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents, Bibliographies, *Demonstration Programs, Directories, Disabilities, *Exceptional Persons, Federal Government, *Inservice Teacher Education, Instructional Materials, Private Agencies, Program Descriptions, Program Development, Program Improvement, Public Agencies, Publishing Industry, *Resource Materials, *Resources, Scholarly Journals, State Government, *Vocational Education, Young Adults
Identifiers-California

These resumes and citations provide information on inservice training opportunities, model programs, and resources for California vocational educators working with exceptional adolescents and young adults in vocational programs. The four divisions of the document are (1) inservice training opportunities, (2) model sites, (3) resources, and (4) references. Training programs chosen for inclusion had to answer one of the following training needs: to increase awareness of the characteristics and needs of exceptional individuals, to increase knowledge of laws and service delivery systems for implementing them,or to increase skills in teaching exceptional students. Model sites had to meet one of these criteria: dissemination capabilities, provision for visitor observation, or staff willingness to share experiences and techniques. The format for these two sections includes title, funding source, audience, content, intended learner outcomes, format and techniques, costs, materials, and contact. Two final sections provide information on organizations, agencies, and materials useful in program development or improvement. The resources section gives the scope, address, and phone number of national, California, and federal and state government agencies. The references section gives bibliographic

ED 183 772 CE 024 231

Staff, Robert J. Porter, Dennis R.

Guidelines for Analysis of Health Manpower Planning. Volume 3: Health Manpower Planning. International Health Planning Methods Series.

Office of International Health (DHEW/PHS), Rockville, Md.; White (E.H.) Co., San Francisco, Calif.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Health Development Support Bureau.

Report NO.-DHEW-PHS-79-50082

Pub Date-79

Contract-282-77-0128

Note-88p.; For related documents see CE 024 223-237.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Allied Health Occupations Education, *Developing Nations, Guidelines, Guides, *Health Personnel, Health Services, *Labor Force Development, *Labor Needs, *Labor Utilization, Models, National Programs, *Planning, Public Health, Recruitment, Training, Vocational Education

Intended to assist Agency for International Development (AID) officers, advisors, and health officials in incorporating health planning into national plans for economic development, this third of ten manuals in the International Health Planning Methods Series deals with health manpower planning and assessment. It provides a conceptual and methodological framework useful as an analytic model for the development and utilization of health personnel. Special attention is given to the use of medical assistants and auxiliaries to provide primary health care in rural areas where it is difficult to attract or maintain full-time physicians. Chapter 1 gives an overview of considerations in health manpower. Chapters 2-3 discuss the organization and use of the assessment model, including input data and indicators and assessment instruments (data collection). The analysis component, the core of the model, and outputs are considered in chapter 4. Appendixes in chapter 5, amounting to almost one-half of the manual, include (1) information on data and indicators needed for the assessment model, (2) methodology for determining health personnel needs, (3) sampling procedures and training institution survey, and (4) an extensive bibliography. (A supporting document in the International Health Reference Series containing a literature review and annotated bibliography is available separately as CE 024 225.) (YLB)

ED 183 864 CE 024 444

Project S.P.I.C.E. Special Partnership in Career Education. Guide to Program Implementation.

Volusia County Schools, Daytona Beach, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Report No.--554AH80167
Pub Date-Aug 79
Grant-G007802013
Note-47p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Guides, Junior High Schools, *Mild Mental Retardation, Program Descriptions, Program Development
Identifiers-Education Amendments 1974, Florida (Volusia County), Project SPICE

This guide describes methods by which an educator can establish a program of career awareness for the educable mentally handicapped student using project SPICE (Special Partnership in Career Education) modules. The first of two sections provides an overview of the SPICE program. Specific topics included are peer facilitation, community career consultants, career-oriented on-site experiences classroom instruction, student project, program objectives, and program participants. Section 2 focuses on program implementation and includes the following subsections: (1) Where Do You Begin?, (2) How Do You Get Administrative Permission to Start Your Program?, (3) How Do You Incorporate Career Education into Your Existing Curriculum?, (4) ow Do You Establish Peer Interaction?, (5) How Do You Secure Community Consultants?, (6) How Do You Arrange On-Site Visits?, (7) Check the Policy in Your District about Transporting Students! (8) How Do You Secure Parental Participation?, and (9) How Do You Involve All the

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Automotive.

University of Northern Colorado, Greeley.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-Jul 79
Note-42p.; For related documents see CE 023 308, CE 023 747-750, CE 023 754-756, and CE 024 506-513.
Available from-Vocational Teacher Education, University of Northern Colorado, Greeley, CO 80639 ($2.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Ability, *Auto Mechanics, Basic Skills, Career Awareness, Cognitive Ability, Educational Assessment, Educational Diagnosis, Educational Testing, Guidelines, Learning, *Learning Problems, Listening Skills, Mathematics, *Needs Assessment, Postsecondary Education, Psychomotor Skills, Reading Skills, Secondary Education, Student Characteristics, *Student Needs, Tests, *Vocational Education, Vocational Interests
Identifiers-Colorado

This basic vocational related skills assessment module in automotive mechanics is one of sixteen modules designed to help teachers assess and identify some of the areas in which special needs students may encounter learning difficulties. The materials in the module allow for informal assessment in three basic areas: academic skills, motor skills, and vocational interest and awareness. The basic skills assessment includes reading skills, listening skills, using a book to locate information, and mathematics. The reading section offers materials written at two different reading levels: the first paragraph is easy (4-8), while the second paragraph is more difficult (9-12). The motor skills are assessed through teacher observation and recording on a matrices skills checklist. The third area, vocational interest and awareness, is

ED 183 901 CE 024 532

Military Curricula for Vocational and Technical Education. Traffic Management and Accident Investigation, 17-8.

Air Force, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Note-159p.; Sections with small or light type will not reproduce well.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavioral Objectives, Course Descriptions, Curriculum Guides, *Law Enforcement, Learning Activities, Postsecondary Education, Public Service Occupations, Recordkeeping, *Traffic Accidents, Traffic Circulation, *Traffic Control, Vehicular Traffic, *Vocational Education, Workbooks
Identifiers-*Accident Investigation

This teaching guide and student workbook for a postsecondary level course in traffic management and accident investigation is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 132-hour course is to expose students to the development of vehicle codes and traffic flow plans, analyses of traffic trends and accident causes, planning/conducting traffic accident investigations, and application of procedures in preparing and maintaining traffic reports and records. The plan of instruction, which suggests a number of hours of class time devoted to each course objective, is based on the following outline: Traffic Law Enforcement (44 hours), Traffic Accident Investigation (72 hours), Traffic Control (13 hours), and Measurement and Critique (3 hours). The teaching guide contains topic outlines for each class presentation along with behavioral objectives and notes on student evaluation. Contents of the student workbook include objectives, procedures, study assignments, and

ED 183 941 CE 024 664

Rumble, Richard R.

A Vocational Education Research Program in the Portland Public School District. Final Report.

Portland Public Schools, Oreg.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.--498AH70234

Pub Date-Apr 79

Grant-G007702245

Note-54p.; Appendix M removed due to marginal legibility. For related documents see CE 024 665 and ED 162 475-479.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Disabilities, *Educational Planning, Feasibility Studies, High Schools, *High School Students, *Individualized Instruction, *Mainstreaming, Program Implementation, *Vocational Education

Identifiers-Education for All Handicapped Children Act, Oregon (Portland)

A project was conducted to improve the capacity of the Portland (Oregon) School District to fully implement individualized vocational education programs for the handicapped. Four high schools participated in the project, which involved the following activities: assessing current capabilities of the schools involved; conceptualizing and articulating collaborative planning sequences and data-based decision-making among various organizational elements within the district; developing comprehensive guidelines, operational procedures, and realistic methodologies for phasing in and implementing individualized vocational education programs; and identifying, summarizing, and disseminating materials and processes, and results related to the project. It was determined that the district has the capability to mainstream the handicapped with concurrent support services. Several publications on guidelines for mainstreaming handicapped students into vocational programs were produced. Some of the conclusions were (1) staff development is vitally necessary and

ED 183 960 CE 024 827

Military Curricula for Vocational & Technical Education. Dental Specialist, 10-1.

Air Univ., Guqter AFS, Ala. Extension Course Inst.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date- 74

Note-434p.; Not available in paper copy due to small, light type.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Allied Health Occupations Education, Behavioral Objectives, *Dental Assistants, *Dentistry, High Schools, Postsecondary Education, *Vocational Education

Identifiers-Dental Equipment, Dental Therapy Assistants, Military Curriculum Project

Designed to provide entry level apprentice skills to persons who wish to become skilled, specialist level workers as dental assistants, these course materials supplement laboratory or on-the-job learning situations. One of a number of military-developed curriculum packages selected for adaptation to civilian vocational curriculum and instruction, the course contains a considerable amount of review material and is stated to be suitable for beginning students with background in the basic sciences. Each chapter in the four-volume set is organized around learning objectives, accompanied by text with criterion exercises and answers keyed to the text for self-evaluation. Each volume also has a review examination containing questions keyed to the objectives; no answers are provided. Volume I, Administration, Safety, and Maintenance, discusses the professional-client relationship and general safety practices. Volume 2, Basic Dental Sciences, covers oral anatomy, physiology, and pathology; dental therapeutics; and basic microbiology and sterilization. Volume 3, Dental Instruments and Materials, describes the uses of general, restorative, and specialty instruments; and dental materials. It is accompanied by supplementary foldout charts. Volume 4, Clinical Procedures, describes preventative dentistry programs, dental radiology, general assisting procedures, and specialties. (MEK)

Beutner, Gloria Cryns, Arthur G.

Retirement: Differences in Attitudes, Preparatory Behavior and Needs Perception Among Male and Female University Employees.

State Univ. of New York, Buffalo.
Spons Agency-State Univ. of New York, Buffalo, Multidisciplinary Center for the Study of Aging.
Pub Date-29 Nov 79
Note-34p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (32nd, Washington, DC, November 25-29, 2979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, Comparative Analysis, Employees, Gerontology, Higher Education, Individual Needs, *Life Style, *Long Range Planning, *Personnel, *Retirement, Self Evaluation (Individuals), *Sex Differences, *Universities

Employees (N 685) of SUNY at Buffalo, about equally divided among faculty, non-teaching professional and Civil Service workers, were questioned concerning planning for retirement. As campared to male respondents, higher percentages of females in all occupations indicated that they had taken more steps to prepare for retirement, and rated 12 of 19 topics significantly more important to retirement planning, including use of time, financial planning, and single living skills. Male respondents rated only one of 19 topics significantly more important than did the females, notably marital relationships. When asked if they were planning to take a preretirement education program, 63% of the male respondents and 44% of the females answered not ever,'' but in a final probe of whether they would participate in a SUNY-at-Buffalo-sponsored program, 71% of the men and 80% of the women answered affirmatively. (Author)

ED 184 003 CG 014 230

Glenwick, David S.

Some Implications of Evaluation and Accouqtability for the Practice of Community Psychology.

Pub Date-Sep 79

Note-22p.; Paper presented at the Annual Conference of the Evaluation Network (5th, Cincinnati, OH, September 24-26, 1979).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability, *Community Health Services, *Counseling Effectiveness, Couqselor Evaluation, *Counselor Role, Delivery Systems, Human Services, *Mental Health Clinics, *Program Evaluation, Psychologists, State of the Art Reviews

Identifiers-*Community Psychology

Current modes of implementing evaluation and accountability procedures can be examined with respect to their implications for the three aspects of the community psychology approach and the delivery of community mental health services: indirect services (consultation, community education, and prevention), supervision and training of caregivers, and direct services. The relationship of evaluation and accountability procedures to program development is a bi-directional one, and some of the consequences of present evaluation and accountability practices may be of mixed, or even negative, value. Specific actions available to the community psychologist that might result in a greater correlation between the development of evaluation and accountability mechanisms and acceptance of the community psychology approach include such strategies as remaining associated with the formal community mental health system or participating as an evaluator for nonestablishment community systems that have arisen independent of the formal CMHC system. (Author)

ED 184 071 CS 005 315

Eddy, Esther M.

Project ASTRA.

Pub Date-Nov 79
Note-8p.; Paper presented at the Annual Meeting of the College Reading Association (23rd, Boston, MA, November 1-3, 1979).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Bilingual Education, *Communication Skills, *Developmental Programs, Educationally Disadvantaged, Higher Education, *Interdisciplinary Approach, Program Descriptions, *Tutoring, Two Year Colleges

The Alternative Services To Raise Achievement (ASTRA) program at the Greater Hartford (Connecticut) Community College is designed to supply developmental and other services to students with academic potential who are in need of such services to complete their education. The program's structure is intended to meet the diverse needs of students; instructors meet students in large and small groups and also provide individual tutoring when needed. The program is divided into five phases. In the first, students are identified, tested, and selected for the program. Phase two provides an intense instructional program in developmental communication skills, while phase three provides an interdisciplinary coordination of these skills with a content area course. In phase four, a three-week period of study is provided for those students who require additional time to succeed. The final phase of the program is a tracking phase in which counselors monitor students' progress in their regular academic work through weekly seminars. There are two teams involved in the program, one for English speaking students and a second for bilingual students. In addition, there are composition laboratory services and a counseling support program. (FL)

ED 184 206 EA 012 512

Meeting Students' Needs in the Multiage Group Environment. E.S.E.A. Title IV-C. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C.
Pub Date-Jan 80
Note-60p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, Elementary Education, *Individualized Instruction, *Multigraded Classes, Observation, Parent Participation, Program Evaluation, Questionnaires

A comprehensive instructional system to meet the needs of students of differing achievement and grade in the same classroom, this program is characterized by an innovative management system, procedures for continuous assessment of educational needs and achievement, a curriculum based on individual needs, and an emphasis on parent and community involvement. Called Meeting Students' Needs in the Multi-age Group Environment (MSN), the project served 205 students in first, second, and third grades of the Murch Elementary School in Washington, D.C. The evaluation described here focused on implementation of the program, student academic achievement, and self-reliant behavior. Data were gathered through observation, questionnaires, and student achievement tests. Evaluators concluded that (1) the program is meeting student needs in a multiage environment; (2) it can be replicated at other grade levels; (3) parents would like the program expanded to include more children; and (4) there is high parent participation in the program. No appropriate instrument was found to be adequate for the measurement of self-reliance, so such an instrument is being developed. (Author/JM)

ED 183 808 CE 024 360

Holman, Martha Gailey, Lamar
Sharing the Arts of the Blue Ridge Mountains. Apple Dolls.
Pioneer Cooperative Educational Service Agency, Cleveland, Ga.
Pub Date-Jan 78
Note-23p.; For related documents see CE 024 358-367.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, *Handicrafts, Job Skills, Readability
Identifiers-Blue Ridge Mountains, *Dolls

This module on apple dolls is one of eight modules designed to provide instruction on authentic Blue Ridge Mountain crafts to adult basic education students at a low cost. Contents include notes on the apple doll making; process used, including equipment and materials, as well as method described narratively and graphically; and the followup, where the students are told how they can progress to higher levels of proficiency. The Fry readability level of this module is 2.5. A teacher's guide which lists resources for each module in the series is available separately (see Note). (MEK)

ED 184 138 CS 205 454

Sherer, Terry And Others
A Thousand Topics for Composition (Secondary Level). Fourth Edition.
Illinois Association of Teachers of English, Urbana.
Pub Date-80
Note-34p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.
Journal Cit-Illinois English Bulletin; v67 n3 Spr 1980
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Assignments, Course Content, Secondary Education, *Writing (Composition), *Writing Exercises, *Writing Instruction

The 1,175 composition topics that appear in this special edition of the Illinois English Bulletin'' are suggested as possibilities for high school student writing assignments. After a brief statement about how secondary English teachers might use the topics in their classes, the topics are categorized by subject matter and types of composition. The categories include personal reminiscences and reactions, the familiar essay, the character sketch (types and individuals), themes of description/classification, processes, comparison and contrast, the school, farming, religion, the arts and entertainment, sports, science, persuasive exposition, argumentative exposition, what if,'' some different types of reading activities, writing about literature, and topics for impromptu writing. (RL)

ED 183 829 CE 024 390

Military Curricula for Vocational & Technical Education. Medical Laboratory Specialist (Basic) Part II, 10-15.

Department of the Army, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 75
Note-457p.; Not available in paper copy due to small and broken type. For a related document see CE 024 389.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Behavioral Objectives, Course Descriptions, Curriculum Guides, High Schools, *Laboratory Procedures, *Laboratory Technology, Learning Activities, Lesson Plans, *Medical Technologists, Postsecondary Education, Workbooks
Identifiers-Military Curriculum Project, Parasitic Infections

These instructor plans of instruction and lesson plans and student text and review materials for a secondary-postsecondary-level course for medical laboratory specialist are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. It is the second of two courses (see Note) designed to provide the necessary knowledge and techniques to perform basic procedures in a medical laboratory. The outline of instruction suggests number of hours of class time devoted to

ED 184 094 CS 005 342

Corwin, Sylvia K.

Assumptions, Implications and Consequences of New York State Education Department Validation of Reading Improvement Through Art'' (R.I.T.A.).

Pub Date-Apr 80

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). For related documents see CS 005 343 and ED 144 029-032.

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Art Activities, Art Education, Evaluation Needs, *Interdisciplinary Approach, *Program Development, *Reading Instruction, *Remedial Reading, Research Needs, Validated Programs

Identifiers-*Reading Improvement Through Art

The Reading Improvement Through Art (RITA) project is designed to improve the reading and comprehension abilities of teenagers who are at least two grades below normal reading level. In RITA, reading specialists and art teachers trained in the language experience approach collaborate to implement studio/craft art projects. During this collaboration, teachers provide students with vocabulary lists, practice

ED 184 116 CS 205 416

Mueller, Roger

Come On Out The War's Over or Making Peace With English 1A. Curriculum Publication No. 4.

California Univ., Berkeley. School of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-24p.

Available from-Publications Department, Bay Area Writing Project, 5635 Tolman Hall, University of California, Berkeley, CA 94720 ($1.50 postage and handling)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education, Interdisciplinary Approach, Student Attitudes, *Summer Programs, *Teacher Attitudes, *Teacher Improvement, Teacher Motivation, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Skills

Identifiers-*Bay Area Writing Project, Writing across the Curriculum

This booklet is one of a series of teacher-written curriculum publications launched by the Bay Area Writing Project (BAWP), each

ED 184 183 CS 502 868

Kindsvatter, Peter S.
Who Runs Presidential Campaigns?
Freedom of Information Center, Columbia, Mo.
Report NO.-FOI-417
Pub Date-Mar 80
Note-8p.
Pub Type- Information Analyses (070) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elections, *Information Sources, *Mass Media, *News Media, *Political Influences, *Publicity, *Public Relations
Identifiers-*Presidential Campaigns

Presidential campaigns in the last decade have provided evidence of the rising influence of the mass media campaign and of campaign consultants. The media, through their power of access to the people, manipulate the public's recognition of a candidate by the amount of coverage given. Newspaper endorsements and the reporting of media-conducted opinion polls are just two examples of how media affect a candidate's campaign. The media, especially television, have trended toward horse race coverage,'' emphasizing the daily trivia of racing for votes and the stylistic similarities among campaigns, sports events, and soap operas. The most obvious effects of increased media attention to political campaigns are earlier starts and additional spending. The

ED 184 230 EA 012 544

Crowson, Robert L. Porter-Gehrie, Cynthia

The School Principalship: An Organizational Stability Role.

Pub Date-Apr 80
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Organization, *Administrator Role, Case Studies, *Community Involvement, *Discipline, *Educational Environment, Elementary Secondary Education, Literature Reviews, *Principals, Student Behavior, Teacher Behavior

The purpose of this paper is to describe actual on-the-job behaviors of a sample of principals working in a large city school district. Specifically, the principals were asked how they define their role and how they use their authority to provide a stabilizing influence for the organization. The key organizational maintenance efforts of principals, revealed by the study, include maintaining disciplinary order in the school, keeping outside influences and staff conflicts under control,

ED 184 274 EC 123 423

Swartz, Stanley L.

Competency Testing and the Exceptional Child.

Pub Date-Dec 79

Note-11p.; Paper presented at the Annual Conference of the Association for the Study of Perception (Chicago, IL, December 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Discriminatory Legislation, Elementary Secondary Education, Legal Problems, *Minimum Competency Testing, Social Bias

Identifiers-*Individualized Education Programs

Recommendations are made by the Illinois Council for Exceptional Children regarding minimal competency testing (MCT) for handicapped children. The position endorses the use of the individualized education program (IEP) as the most appropriate device to insure an appropriate education for handicapped children. Legal issues involving discrimination toward minority groups, tracking systems, and equal protection of the law are cited in the opposition to an Illinois law mandating MCT. Among the five recommendations are that a regular high school diploma should be awarded to each handicapped student who completes the prescribed special education program; MCT should not be

ED 183 754 CE 024 149

Mathematics. Nevada Competency-Based Adult High School Diploma Project.
Nevada Univ., Las Vegas. Coll. of Education.
Spons Agency-Nevada State Dept. of Education, Carson City. Div. of Adult, Continuing and Community Education.
Pub Date-79
Note-53p.; For related documents see CE 024 140-151.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Adults, Answer Keys, *Competency Based Education, Curriculum Guides, *Evaluation Criteria, *High School Equivalency Programs, *Mathematics, Minimum Competencies, Skills, Tests
Identifiers-*Nevada CBAHSD Project

This document is one of ten curriculum guides developed by the Nevada

ED 183 809 CE 024 361

Holman, Martha Gailey, Lamar

Sharing the Arts of the Blue Ridge Mouqtains. Candles.

Pioneer Cooperative Educational Service Agency, Cleveland, Ga.

Pub Date-Jan 78

Note-14p.; For related documents see CE 024 358-367.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, Adult Vocational Education, Basic Skills, *Handicrafts, Job Skills, Readability

Identifiers-Blue Ridge Mountains, *Candles

This module on candles is one of eight modules designed to provide

ED 184 027 CG 014 257

Feldman, Margaret

Reaching Teenagers with Sex Information.

Pub Date-Aug 79

Note-12p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Birth, Females, *Peer Influence, *Pregnant Students, Research Projects, *Sex Education, *Social Problems, State of the Art Reviews, *Student Attitudes, Students

The problem of teenage pregnancy can be viewed as endemic, a part of American culture not easy to change. Although the number of girls under

ED 184 160 CS 502 835

Zarefsky, David, Ed.
American Forensic Association.
Pub Date-79
Note-76p.
Journal Cit-Journal of the American Forensic Association; v16 n2 Fall 1979
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), *Persuasive Discourse, Rhetoric, *Speech Commuqication, Theories
Identifiers-*Habermas (Jurgen)

This journal issue is devoted to the critical social theory of the

ED 184 254 EC 123 210

Carey, Judith A. Strauch, James D.
Surrogate Parent Training Program: Book of Readings.
Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
Pub Date-78
Note-264p.; Print is faint in parts; Best copy available. For related material, see EC 123 209.
Pub Type- Guides - Classroom - Learner (051) - Collected Works - General (020)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Child Advocacy, Decision Making, *Disabilities, Due Process, Federal Legislation, Instructional Materials, Postsecondary Education, State Legislation, Student Rights
Identifiers-*Education for All Handicapped Children Act, *Surrogate Parents

ED 184 316 FL 010 992

Chinese-Mandarin: Basic Course. Volume V: Lessons 52-63.

Defense Language Inst., Monterey, Calif.
Pub Date-Jun 65
Note-369p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($6.25; accompanying cassettes $9.60)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, Translation, Visual Aids, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the fifth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. The present volume emphasizes the development of facility in reading and writing Chinese characters. Some attention is also paid to the development of oral facility. Instructional materials in the 12 lessons include dialogues, grammar analyses, pictorial aids, translation and question-answering exercises, pattern drills, and reading and writing exercises. The emphasis of the course is on military science. (JB)

ED 184 338 FL 011 130

Scarcella, Robin C.

Watch up!'': A Study of Verbal Routines in Adult Second Language Performance. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-79

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communicative Competence (Languages), Discourse Analysis, *English (Second Language), *Idioms, Language Fluency, Language Patterns, *Language Usage, Pragmatics, *Second Language Instruction, *Second Language Learning, Sociolinguistics, Speech Communication

Identifiers-*Verbal Routines

This report shows that verbal routines are not easily acquired by adult second language learners and it identifies some of the specific problems they have in acquiring routines. Empirical data concerning the role of verbal routines, (that is, fixed expressions which have been acquired as memorized wholes), in adult second language performance are presented. Thirty Spanish-speaking adults in an advanced ESL class were given the Routines Test.'' Correct answers were those agreed upon by all twenty native speakers in the control group. Low test scores showed that common routines (Thank you,'' You're welcome'') are not easily acquired. Errors which occurred were paraphrases in 44% of the cases. In many instances, they were syntactically correct but pragmatically deviant, breaking sociolinguistic interactional rules. Twenty-five per cent of the errors were due to partially acquired routines (cf. Watch up!'' Watch out!''), while 10% of the learners substituted phrases which usually indicated overgeneralization. (PMJ)

verbal proficiency, awareness and power of observation, curiosity and inquisitiveness, independence, friendliness, lack of discipline, competitiveness, self-criticism and criticism of others, opinionatedness, and dislike for routine and drill. These characteristics present a challenge to the secondary school foreign language teacher, who will find the search for new materials and methods to maintain the interest of the gifted student an endless but fascinating process. Among the classroom activities that have been fouqd effective in dealing with the gifted student are: (1) Who Am I?'' students describe themselves as imaginary objects; (2) Occupational Decisions'' students talk about their career goals; (3) To Have or Have Not'' one student provides clues regarding the identity of an imaginary item; and (4) Descriptive Cognates'' students describe themselves using cognates. The implementation of a five-year foreign language program in a Nebraska public high school is described. Additional authors include Diane Bueber, Renee Chi, and Kathy Strong. (JB)

ED 184 380 FL 011 310

Mazzocco, Alexis, Comp. Yates, Barbara, Comp.

Directory of Title VII Network Center Libraries.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-79

Contract-400-77-0101

Note-42p.

Available from-InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, VA 22209

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, *Directories, *Educational Resources, *Education Service Centers, Elementary Secondary Education, Information Centers, *Information Networks, Information Sources, *Libraries, Native Language Instruction, Reference Materials, Resource Centers, Second Language Instruction, Second Language Programs

Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This directory of Title VII Network Center libraries is intended to facilitate communication among the Network Centers. It is arranged by type of center assessment and dissemination, training resource, and materials development. The directory is subdivided alphabetically by state and alphabetically by the centers' names within states. For each library at least one contact person is included, the person in charge of the library or another contact. In addition, the following information is provided in each entry: (1) address and telephone number of the center; (2) type of service provided; (3) client groups; (4) languages represented in the collection; (5) the size of the collection; (6) curricular collection grade levels; and (7) curricular and noncurricular collections content areas. (Author/AMH) student needs; (2) overt racism did not exist, but misunderstanding and/or lack of sensitivity did exist; and (3) practical measures for remediation were to be initiated. The latter task was assigned to members of an administrative council. The work of the task force was felt to be both a consciousness-raising experience and a successful effort at open administration. (MSE) of all federal dollars spent on higher education. Top universities receive 25 percent or more of their operating budgets from federal research support, most spent on basic research rather than applied research or development. This kind of research has special characteristics that affect the way it is funded: (1) since results are unpredictable, the researcher needs great flexibility; (2) broad dissemination of results is critical; and (3) the best research is much more important than second-best, and requires special attention. There are many reasons the federal government should assume responsibility for basic research. Many controversial issues surrounding funding have to do with funds administration. These include peer review, the regulation of the substance of research, cost sharing by the institution, allocation among disciplines breadth of support among institutions rather than restriction to a few large universities, lack of centralized support planning at the federal level, and mechanisms of making awards, such as step funding, project grants, institutional grants, research center grants, basic contracts, regranting, and discretionary funds. It is suggested that there is a critical level of funding below which the health of the entire scientific enterprise suffers. In some fields it is felt that funding is now below that level. However, the basic design of the system that supports academic research may need more attention than simple funding levels. Some data charts are included. (MSE)

Deitch, Kenneth M.

Pricing and Financial Aid in American Higher Education: Some Interactions. Preliminary Draft.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Aug 78
Note-103p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490. Original version (completed July 22, 1978) presented at the Conference on Student Aid Policy of the Aspen Institute for Humanistic Studies, Program in Education for a Changing Society (July 24-27, 1978).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Educational Economics, Eligibility, Family Income, Financial Aid Applicants, *Government School Relationship, *Higher Education, Mathematical Formulas, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Policy Formation, Privacy, *Student Costs, *Student Financial Aid, Tables (Data), *Tuition
Identifiers-*Sloan Commission Studies

Issues are discussed relating to student financial aid and aid policies in higher education. A review of the economic outlook for higher education in the near future is given, with attention to enrollment trends, rising costs, and age distribution for faculty for 1972 and projected for 1990. Competition for students is discussed. The current debate over whether the economic burden on families is increasing is discussed in detail, illustrated by data on students costs in a number of institutions. Pricing and eligibility policies and formulas are discussed and charted. Elements of the discussion are student expense budgets, expected parental contribution, and public versus private sectors. It is noted that the current system of student financial aid has two important characteristics to consider: (1) it is a thoroughly developed, pervasive, and well-functioning system of price discrimination; and (2) the system's outcome depends on two forces: those establishing prices and those establishing policy for adjusting them, which in higher education are often separate groups. It is concluded that the present system has these results: it helps eliminate the tuition gap; and the expected family contribution as a percentage of family income is at a maximum for the family that just fails to qualify for aid. Several problems are foreseen in the future of the current system: sensitivity to student costs, and competitive pricing; loss of financial privacy of families of applicants for aid; efforts to depart from the need-based system to attract students; and a need for fairness in treatment of independent students. (MSE)

records; types of student assessment, and the organizational structure of the university. (SW)

ED 184 487 HE 012 539

Cooper, Colleen R.

An Ethnographic Study of the Dynamics of the Interactive Process in a College Classroom.

Pub Date-1 Apr 80
Note-29p.; Paper presented to the American Educational Research Association (Boston, MA, April 1, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Observation Techniques, Classroom Research, *College Faculty, *College Instruction, *Ethnography, Higher Education, *Interaction Process Analysis, Models, Research Methodology, Student Behavior, Teacher Behavior, *Teacher Effectiveness

Naturalistic ethnographic research methods useful for the study of the dynamics of effective college teaching are discussed based on the findings of an ethnographic study. Naturalistic research methods were used in the study to understand better the task and social dimensions of a college classroom. Lessons were studied in the classroom as they naturally took place. Multiple methods were used to attain data from the perspective of the instructor, students, and researcher. A descriptive model of class dynamics was developed that describes how the lesson developed, how behaviors were interpreted and instructional decisions made, and how roles change. These dynamics are represented in a flow diagram, instructor decision tables, and analytic summaries of key parts of the system. The method and findings have implications for interaction theory and for improving college instruction. (SW)

Identifiers-*New York

Intended to facilitate cooperation among all types of libraries and to assist the medical and health sciences communities, this directory lists 152 medical libraries in New York State: hospital, industrial, medical research, schools of medicine, and schools of nursing, optometry, and pharmacy. Most of the libraries are open to research by appointment. Arranged alphabetically by the parent institution, each entry contains the full address of the library, as well as the names of the institution's administrator, head librarian, and interlibrary loan librarian. Statistical data on library holdings and staff are included along with telephone and teletype numbers, county and 3R's area designations, interlibrary loan information, network or consortia participation, and the names of publications issued by the library. (Author/JD)

ED 184 533 IR 008 207

Morrow, Carolyn Clark

A Conservation Policy Statement for Research Libraries. Occasional Paper No. 139.

Illinois Univ., Champaign. Graduate School of Library Science.
Pub Date-Jul 79
Note-25p.; Best copy available.
Available from-Graduate School of Library Science Publications, 249 Armory Building, University of Illinois at Urbana-Champaign, IL 61820 ($2.00 each)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographies, *Guidelines, *Library Collections, Library Services, Maintenance, Organization, *Policy, *Preservation, *Research Libraries

Designed to provide logical guidelines and to outline optimum conditions for the conservation of a research library collection, this mock'' policy statement can be modified to a particular library's situation. It includes principles of conservation and elements of a comprehensive conservation program, such as collection maintenance, and organization of a conservation department. A selection of 64 readings provides the basis for further study of conservation administration in a research library. (Author)

ED 184 556 IR 008 238

Epstein, Rheda, Comp. Nelson, Harriet, Comp.
Special Education: A Guide to Subject Headings and Shelf Locations.
Pub Date- 76
Note-18p.
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classification, Deafness, Disadvantaged, Emotional Disturbances, Gifted, Learning Disabilities, Mental Retardation, Physical Disabilities, *Special Education, *Subject Index Terms
Identifiers-*Call Numbers

Library of Congress subject headings and call numbers that have been developed for special education topics are listed in this guide. The subject headings and their associated call numbers are grouped by general category (e.g., gifted, deaf, education), and references to related terms in other sections are provided. A brief note describes the kinds of material covered by the subject headings and call numbers in each category. An index is included. (Author)

Descriptors-Diffusion, *Educational Change, Educational Improvement, *Educational Research, Federal Programs, *Information Dissemination, *Information Utilization, *National Surveys, Program Descriptions, Program Evaluation, Research Methodology, *Synthesis, Tables (Data)

Reviewing five large-scale investigations of educational dissemination and change, this report synthesizes and consolidates their findings and implications around an issue of common interest to policymakers, program administrators, and researchers: what can be learned from these studies about processes and procedures that facilitate knowledge diffusion and utilization in schools? Each of the five studies ''The Use of Educational Knowledge: Evaluation of the Pilot State Dissemination Program,'' Federal Programs Supporting Educational Change,'' Evaluation of the Field Test of Project Information Packages,'' Evaluation of the National Diffusion Network,'' Assistance Strategies of Six Groups That Facilitate Educational Change at the School/Community Level'' was national in scope, investigated one or more relatively distinct dissemination strategies, involved in-depth case study components, and used on-site observation and data gathering procedures. A brief synopsis of each study provides its dominant goal or mission and strategies, its prevailing dissemination and change assumptions, the essential features of its methodology, and its primary findings and interpretations. Generalizations derived from the cross-study synthesis are given, and further considerations for which evidence is inconclusive or contradictory are discussed. In addition, a number of guidelines for effective dissemination/utilization are suggested. Concluding the report is a glossary of technical terms used. (Author)

above) is then discussed, followed by interpretation information to be used in analyzing responses to each of the instruments. An outline is then presented which shows the relationships among the six instruments and enables the instructor to categorize the attitude assessment of the forms according to what is being taught, how the course is being taught, who is teaching, and how involved the student is. Finally, the booklet provides forms to be used in tallying responses to each of the instruments. (JP)

ED 184 617 JC 800 167

Worthen, Dick

Our Own True Watergate.

Pub Date- 79

Note-8p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Collective Bargaining, College Faculty, *Community Colleges, *Employment Problems, *Faculty College Relationship, *Faculty Organizations, Negotiation Agreements, Teacher Attitudes, Teacher Morale, Two Year Colleges, Union Members, *Unions

The United Faculty (UF), representing instructors at Diablo Valley College (DVC), has failed to recognize the special problems of collective bargaining in the academic setting and has instead employed a muscular unionism which limits dialog among teachers, administrators, and trustees. This failure is reflected in current collective bargaining activities at DVC in which the UF, through its newsletter and the acquiescence of an intimidated administration, deprived union membership of a knowledge of all salary options being considered. Specifically, the UF held an election based on a 12% across the board salary agreement but failed to inform members of another option involving a 10% increase and a 19th step superannuation. In addition, faculty members who tried to expose this suppression were maligned by the UF, and administrators would not publically admit the availability of the second salary option. Such actions reveal the totalitarian nature of the UF board, whose members operate behind closed doors and thus avoid rank and file scrutiny. Although faculty unions may yet play a positive role, the present climate and uncommunicative rule only hinders the ability of administrators and instructors to provide quality education and develop public support. (JP)

philosophy (8%); (5) the more extensive humanities programs were offered at the larger colleges; and (6) most humanities curricula duplicated those found in four-year institutions. The study report contains an analysis of the curricular strength of each discipline based upon the number of institutions offering courses in the discipline and the number of courses and sections they offer. (JP)

ED 184 654 JC 800 245

Rasor, Richard A. And Others

Why Students Drop Classes and Withdraw from American River College.

Pub Date-Mar 80

Note-62p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Persistence, Average Daily Membership, *Community Colleges, Course Content, Day Students, Difficulty Level, Dropout Prevention, Evening Students, Failure, Financial Problems, Literature Reviews, Open Enrollment, School Holding Power, School Surveys, State Aid, *Student Attrition, Student Teacher Relationship, Two Year Colleges, Two Year College Students, *Withdrawal (Education)

In an effort to determine the causes of student attrition, a study was conducted at American River College (ARC) in December 1979, involving: (i) a survey of 1,174 students who had dropped at least one class while at ARC, and (2) a categorization of the reasons for college withdrawal indicated by 591 students on ARC's standardized withdrawal form. The survey instrument, administered to high enrollment day and evening classes, asked students to rate the importance of 42 items with regard to their decisions to drop past classes. Since there were no withdrawal forms for evening students at ARC, their reasons could not be included in the college withdrawal analysis. Study findings indicated that students dropped courses for predominantly academic reasons. The most commonly cited were course content too difficult,'' subject matter not what expected,'' could not keep up with course work,'' and boring presentation by the instructor.'' College withdrawal, however, was motivated by non-academic reasons, such as financial/employment problems, moving, ill health, personal problems, and transferring to another school. The study report includes a literature review, an examination of the fuqds lost by ARC due to attrition, recommendations for improved grading and instructional techniques designed to reduce class drops, and the questionnaire. (JP)

(Author/RH)

ED 184 674 PS 011 298

Hines, Charletta And Others

Current Needs, Future Goals: Report of the Children's Services Needs Assessment Team, 1977-1978.

Contra Costa Children's Council, Calif.
Pub Date-Oct 78
Note-72p.; Filmed from best available copy
Available from-Contra Costa Children's Council, 2253 Concord Blvd., Concord, CA 94520 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Children, Community Recreation Programs, *County Programs, Day Care, *Needs Assessment, Parent Role, Questionnaires, *Social Services, Surveys
Identifiers-*California (Contra Costa County)

Needs assessment questionnaires were sent to both social service providers and consumers in Contra Costa County, California. This project was designed with three purposes in mind: to determine the level and gaps in services provision for children in the county; to compare consumer and provider perceptions of children's services in the county; and to provide a tool for advocacy based on this assessment. Service areas of concern were alcohol and narcotics treatment, community health, counseling, crisis intervention, day care, information and referral, and mental health. A total of 1,723 Service Provider Surveys were mailed throughout the county to providers identified through the use of service provider directories. Questions in the survey dealt with such services as child care facilities, schools, recreation programs, health services, mental health services, and miscellaneous. The response rate was 19.6%. A total of 4,453 Consumer Surveys were mailed to individuals selected from census tract information. Of these, 200 were Spanish-language surveys and 1,012 were follow-up surveys. The response rate was 10%. County-wide results indicated that service gaps were seen in the following areas: day care, parenting, recreation, mental health, education, out-of-home care, and health care. Based on data obtained and evaluated, recommendations for change in all needed areas are elaborated in this report. Information is provided on observed trends in current services. Copies of questionnaires, raw data tabulations, a census tract map, and a ranking of the high need census tracts are appended. (SS) beginning and end of a two-year period, showed five out of the seven CTBS subtests favored the model school. The study stressed the importance of examining not only the method of instruction, but also the socioeconomic factor and the teacher variable. (Author/MP)

ED 184 715 PS 011 357

Child Care Act of 1979. Hearings Before the Subcommittee on Child and Human Development of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Sesssion on S.4 (February 6 and 21, 1979).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Pub Date-Feb 79
Note-738p.; Not available in hard copy due to small print on many pages.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Collected Works - General (020)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-*Day Care, Day Care Centers, Employed Parents, Employed Women, Family Day Care, *Federal Legislation, Hearings, *Needs Assessment
Identifiers-*Child Care Act 1979

Hearings before the Subcommittee on Child and Human Development of the Committee on Labor and Human Resources of the United States Senate on the Child Care Act of 1979 are contained in this report. The Act was conceived primarily to provide assistance and coordination in the provision of child care services for children living in homes with working parents. Testimonies include those of administrators of child care programs, state government officials and representatives of citizen's groups, research organizations, national professional organizations, and national commissions. In addition, the report contains various articles, publications, resource materials, and communications between committee members. (SS)

needed human services, and that will at the same time preserve the rural nature and the desirable qualities of Appalachian culture. The Council pledges support to and urges adoption of programs that stress the needs of families and young children, including: (1) national legislation addressing comprehensive family and health services, (2) continuation of the Child Development Program of the Appalachian Regional Commission (ARC) at the present level of quality, (3) ongoing financial support for ARC demonstration programs that prove worthy of continuation, (4) single entry human service delivery systems planned and implemented at the local level, (5) human service programs aimed at prevention and early intervention rather than remediation, (6) creative and imaginative programs to teach parenting and family living skills, (7) national comprehensive child health insurance with coverage for children from birth to age 5. The Council believes that before any policy becomes public policy a Family Impact Study'' should be conducted to determine how legislation would affect children and their families. (JH) separate student workbook which contains self-evaluation forms for each chapter are available for this module. (SB)

ED 184 773 RC 011 954

Axford, Roger W.

Native Americans: 23 Indian Biographies.

Pub Date-80

Note-107p.

Available from-A.G. Halldin Publishing Company, Box 667, Indiana, PA 15701 ($6.00, discounts for orders of more than one book)

Pub Type- Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alaska Natives, *American Indians, Athletes, Authors, *Biographies, Canada Natives, *Career Choice, *Childhood Interests, Counselors, Cultural Background, *Education, Engineers, Leaders, Musicians, Teachers, *Tribes, United States History

Identifiers-Artists, Ayoungman (Vivian), Lawrence (Gay), Leonard (Terrance F), Tewanima (Louis), Tippeconnic (John III), Tsabetsye (Roger), Weston (Carol Allen), Woods (Roxie)

The lives and careers of 24 contemporary American Indians, including Dr. Louis W. Ballard (musician and composer, Cherokee and Sioux); Charles Banks Wilson (artist and historian); Veronica L. Murdock (President of the National Congress of American Indians, Mohave); Peter MacDonald, Sr. (Chairman of the Navajo Tribal Council, Navajo); and Jim Thorpe (athlete, Sac and Fox), are profiled in order to offer insights into Native American life. The short profiles, in narrative, or question-and-answer format, generally address the subject's childhood and education, obstacles to achievement in his chosen field, and his hopes for Indian people today. The careers represented vary widely and include education, art, business, linguistics, philosophy, engineering, and athletics. Over 20 tribes are represented. (SB)

booklet introduces elementary students to the tribes of the woodland culture area, extending from the Mississippi River to the Atlantic Ocean and from Florida to the Great Lakes. Written in simple language, the booklet provides an overview of the regional culture, as well as, information about specific tribal customs and leaders. Background information covers the regional climate, the importance of farming, the design of the wigwam and birchbark canoe, the first Thanksgiving, the economic and ceremonial uses of corn, fur trading, the Iroquois Confederacy, the Cherokee Alphabet, and the efforts of Shawnee Chief Tecumseh to unite the Indians of the Great Lakes area. Student activities include constructing a model wigwam and canoe (patterns and instructions are provided), producing a Seneca legend in play form, and discussing questions such as why the colonists admired the Iroquois Confederacy. Evaluation questions assess student ability to describe the woodland culture area and compare it with the plains, desert, and coastal Indian cultures covered by other booklets in this series. The text refers to films and books containing related information. (JH)

ED 184 812 SE 030 287

Federal Funds for Research and Development, Fiscal Years 1978, 1979, and 1980. Volume XXVIII. Detailed Statistical Tables.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report NO.-NSF-79-318

Pub Date-79

Note-175p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Annual Reports, Federal Aid, *Federal Government, Federal Legislation, *Financial Support, Institutional Research, Research, *Research and Development Centers, *Scientific Research

Presented are detailed statistical tables that show research and development (R&D) levels for the fiscal years 1978, 1979, and 1980, reported by 92 federal agencies in the March-May period of 1979. In the tables, data for 1978 are considered to be actual; data for 1979 and 1980 are estimated. All agencies with R&D programs are covered. R&D totals are given in the tables in both outlays and obligations, and the R&D obligational data are distributed by character of work, performer, field of science, and federal R&D support by states. Research performed at universities and colleges by fields of science is also shown. R&D plant data are also provided. (CS) of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. The articles in this volume deal with the instruction in geometry and arithmetic of mentally retarded pupils in the Soviet Union. These pupils attend special schools, called auxiliary schools, where they are trained in content that can later be related to specific job skills. Authors of the articles have attempted to identify the specific knowledge that the pupils possess and to design more effective instructional methods for increasing that knowledge. (Author/MK)

ED 184 296 FL 010 684

Swain, Merrill

Future Directions in Second Language Research.

Pub Date-Feb 77

Note-16p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Language Attitudes, *Language Processing, *Language Research, Learning Motivation, *Learning Processes, *Linguistic Performance, Predictor Variables, Research Design, *Research Methodology, *Second Language Learning, Statistical Analysis

Progress that has been made in second language research in the last two years and future directions in the research methodology of second language studies are discussed. In order to examine the continuation and expansion of current research, the research reported by Schumann (1976) is compared with current research as represented by the titles of papers being given at the 1977 Los Angeles Second Language Research Forum. A diagram Schumann used to discuss the research related to second language learning is expanded to include both linguistic and extralinguistic input and modified to reflect other characteristics that recent research has investigated. Two trends in second language research are: (1) increasing numbers of linguistic structures and systems are being examined, and (2) language is being viewed as a tool that is used by speakers to convey meanings and intentions. Results from the research on what is learned have been used as the basis for inferring learning processes and strategies of second language learning. It is suggested that controlled experimentation related to strategies and techniques is needed. Second language research has relied heavily on case study research which has been either longitudinal or cross-sectional and has drawn on the methodology of first language research and the methodology of linguistics. It is suggested that the methodology of experimental psychology be used. (SW)

ED 184 399 HE 012 397

Parker, Franklin

General Education or Vocational Education in College Programs: The Long View.

Pub Date- 76

Note-8p.

Pub Type- Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Curriculum, Core Curriculum, *Educational History, Educational Theories, Federal Legislation, *General Education, *Higher Education, Industrialization, *Liberal Arts, United States History, *Vocational Education, World History

The origins of general education are traced to the seven liberal arts in ancient Greece, showing the influence of Socrates, Plato, the Sophists, and others. Examined are the early conflict over the sources of knowledge and the uses to which it should be put. Relevance to the college curriculum is shown, and it is told how this was broadened to include technology and science with increasing democratization, industrialization, and technological advances after President Jackson's election in 1828. The influences are shown of the Morrill Act on land grant colleges and graduate schools, and other ideas from European higher education brought by influential scholars among the 9,000 Americans who studied abroad in the nineteenth century. Examined are general education innovations in the 1930's and the influential 1945 Harvard report, General Education in a Free Society.'' Finally, the 1976 Harvard core curriculum plan is outlined and it is concluded that general education needs to have an essential place in undergraduate study. (Author/MSE)

ED 184 433 HE 012 450

Beeman, Alice L.
Wilson College: A Case Study.
Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-Aug 79
Note-57p.; Prepared for discussion at a Lilly Endowment seminar for Indiana Independent Colleges and Universities (October 10, 1979).
Available from-Pennsylvania Association of Colleges and Universities, 800 N. 3rd St., Harrisburg, PA 17102
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, Case Studies, *Court Litigation, Decision Making, Declining Enrollment, Educational History, Financial Problems, Governance, *Governing Boards, Higher Education, Legal Responsibility, Power Structure, *Retrenchment, *School Closing, Single Sex Colleges, Small Colleges, Teacher Attitudes, *Trustees
Identifiers-Institutional Histories, Liberal Arts Colleges, *Wilson College PA

The attempted closing of Wilson College in Pennsylvania, a 110-year-old liberal arts college for women, is recounted. In 1978 the board of trustees voted to close the college and preserve remaining assets for other educational purposes. A movement evolved to save the college, and subsequent litigation resulted in rulings in May 1979 that: (1) two trustees must leave the board; (2) the board must continue operating the college as a teaching institution; (3) the board had exceeded its authority in closing the institution and forming a foundation without authority from the court; (4) trustee defendants must pay court costs, but not from college funds; and (5) the court would retain jurisdiction over the college. The account is told by a trustee who favored the closing, and draws upon board records from 1970 to 1979, college officials' reports, accreditation and consultants' reports, the press, and interviews with trustees, administrators, and faculty. Appended are a memo containing another trustee's comments on the account, a copy of the court decree, and a reprint of an editorial entitled Judicial Overkill'' from the September 1979 issue of Change magazine. (MSE)

ED 184 467 HE 012 494

Goodenough, Stephanie

A Case Study in Distance Learning Systems: The Free University of Iran.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date-Oct 78

Note-46p.; Colored pages may not reproduce clearly.

Available from-The Open University, Centre for International Cooperation and Services, Walton Hall, Milton Keynes, MK7 6AA, Bucks, England.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Allied Health Occupations Education, Case Studies, College Administration, College Faculty, College Programs, *Cultural Context, Curriculum Development, Delivery Systems, Educational Media, Enrollment Rate, External Degree Programs, Foreign Countries, *Higher Education, *Institutional Characteristics, Instructional Materials, *Open Universities, Physical Geography, Politics, Rural Areas, School Organization, Sociocultural Patterns, Socioeconomic Influences, Student Evaluation, Teacher Education, Technical Education

Identifiers-*Free University of Iran, *Iran

A case study of The Free University of Iran, an Open University school with a distance learning system, is presented. Areas of discussion include characteristics of the country, the educational system of Iran, and the university. Specific topics include: the physical setting of Iran; the population; society and culture; economic development and educational planning; four stages in the development of Iran's education system; origins of the Free University of Iran; the entrance examination; courses; the teacher education program; the health sciences program; the rural development program; the technician training program; instructional media and methods; programmed printed texts; broadcast material; home experiment kits; text production; broadcast and audiovisual production; delivery systems; student admission and registration; the study year; student enrollment; staffing patterns and structure; local study centers; three types of student assessment; and organization and administration of the university. (SW)

ED 184 598 JC 800 020

Thompson, Carolyn

Questioning as a Teaching Tool. The Media Systems Series in Creative Teaching.

Kentucky Univ., Lexington. Coll. of Allied Health Professions.; Media Systems Corp., New York, N.Y.

Spons Agency-Kellogg Fouqdation, Battle Creek, Mich.

Pub Date-79

Note-53p.; Prepared for the Media Systems Series in Creative Teaching.

Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Colleges, Creative Teaching, Learning Modules, *Learning Theories, Lesson Plans, Nontraditional Students, *Questioning Techniques, *Teacher Education, Teacher Effectiveness, Teacher Improvement, *Teaching Methods, Two Year Colleges

Identifiers-Blooms Taxonomy

This two-part learning module was designed to help instructors in making effective use of questioning techniques in promoting the classroom involvement of non-traditional students. Part I identifies the characteristics and uses of three different types of questions: (1) convergent, eliciting questions, which are designed to verify student retention of factual information; (2) divergent, eliciting questions, which are designed to allow a variety of answers and which require the student to defend a position or develop a hypothesis; and (3) probing questions, which are designed to follow up on initial student responses by probing for the correct answer or seeking an extension, clarification, or justification of a student's response. Included in this section is a discussion of the relative merits of three intellectual levels of questioning: the knowledge level, which requires the student to rely upon memory for recalling facts; the application level, which requires the student to apply previously learned information to specific examples; and the problem-solving level, which requires the student to develop appropriate alternatives to new situations. Part II presents a series of exercises to help instructors apply the concepts of questioning techniques to the construction of questions for classroom use. A pre-test and several post-tests are provided. (JP)

ED 184 636 JC 800 196

Sheldon, M. Stephen Hunter, Russell

Statewide Longitudinal Study: Report on Academic Year 1978-1979. Part II Spring Results.

Pierce Coll., Woodland Hills, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.; Office of Education (DHEW), Washington, D.C.

Pub Date- 80

Note-99p.; For a related document, see JC 800 003

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Academic Persistence, American Indians, Ancillary School Services, Asian Americans, College Credits, *Community Colleges, *Day Students, Displaced Homemakers, Economically Disadvantaged, Educationally Disadvantaged, Employment, *Evening Students, Females, Grade Point Average, Hispanic Americans, Majors (Students), Males, Marital Status, Non English Speaking, Nontraditional Occupations, Physical Disabilities, Sampling, State Surveys, Student Attitudes, Student Attrition, *Student Characteristics, Student Educational Objectives, Transfer Students, Two Year Colleges, *Two Year College Students, *Vocational Education, White Students

Identifiers-*California

This three-part report summarizes data collected during fiscal year 1978-79 in a longitudinal study of 7,957 students at 15 California community colleges. Part I compares findings for vocational and non-vocational students in terms of demographic characteristics, educational objectives, academic achievement during the 1978-79 school year, employment status, and student evaluation of college services. Selected findings in this section reveal that while there were few demographic differences between vocational and non-vocational students, vocational students signed up for and completed slightly more units and were more likely to complete their objectives for attending college. Part II compares day and evening students with respect to the same variables, demonstrating that evening students were older, were more likely to be married and have dependents, and had a higher degree of persistence. Part III discusses: (1) the feasibility of using sampling techniques to meet state reporting requirements; (2) the representation of economically and educationally disadvantaged, displaced homemakers,

Limited-English-Speaking, ethnic minorities, persons in non-traditional curricula, and physically handicapped in the study sample and their characteristics; and (3) 15 student prototypes designed to provide a more complete picture of the heterogeneous student body served by the community colleges. (JP)

Cohen, Uriel And Others
Environments for Play and Child Care: Observation and Interview Forms.
Wisconsin Univ., Milwaukee. School of Architecture and Urban Planning.
Report NO.-UW-SAUP-R78-3
Pub Date-Jun 78
Note-24p.; For related documents, see PS 011 335-337. Photographs and blank pages in the original document have been removed.
Available from-Publications in Architecture and Urban Planning Research, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201 ($3.00)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, *Day Care Centers, *Facility Case Studies, *Interviews, *Observation, *Playgrounds

Observation and interview forms for a study of the design of child care facilities and outdoor play areas are offered in this document. Researchers were interested in obtaining a general overview of facilities and conducting both informal observations of children's use of space and informal, semi-directed interviews with parents, staff and two groups of children of mixed ages and backgrounds. The forms are titled: (1) observation of facilities/environments; (2) observation of spatial behavior; (3) interview with groups of children; (4) interview with parents; (5) interview with facility staff; and (6) interview with base master planner or equivalent. Use and modification of these instruments are unrestricted. (Author/RH)

ED 184 755 RC 011 933

O'Grady, Jerome

Learning in Eden: The Philosophy of Outdoor Education of the SCOPE Outdoor Learning Laboratories Program.

Long Island State Park and Recreation Commission, N.Y.; New York State Office of Parks and Recreation, Albany.; SCOPE Outdoor Learning Laboratories, Kings Park, N.Y.
Pub Date-75
Note-21p.; For related documents, see RC 011 933-7.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Philosophy, Elementary Secondary Education, Environmental Education, *Experiential Learning, Guidelines, Instructional Materials, *Learning Processes, *Outdoor Education, Program Content, Sensory Experience, *Teacher Responsibility, Teacher Role, *Teaching Methods
Identifiers-New York (Suffolk County), *SCOPE Outdoor Learning Laboratories

Designed as a guide in inservice preparation and as a reference in planning and conducting outdoor lessons, this statement of philosophy will help teachers who participate in the Outdoor Learning Laboratories program understand the aims and methods of outdoor education. To educate children is, of course, the ultimate purpose of outdoor education. It is hoped that professional understandings of the educational processes involved will help children learn school subjects through outdoor experiences and especially help them become deeply aware of the importance and beauty of the natural environment. Outdoor teaching differs from classroom teaching by creating an experiential relationship between the student and the material to be studied and by creating informal, personalized patterns within the learning situation. Outdoor education as most commonly practiced supplements those disciplines which pertain to environmental studies but should encompass aspects of the social sciences and humanities as well. Lesson plans should be designed to involve the child's body and each of his senses. While experiential learning may involve activation of the rational faculties and memory, as does classroom learning, to be truly experiential it must also activate other inner powers such as imagination, emotion, insight, and judgment. (NEC)

ED 184 359 FL 011 163

Crouse, Gale And Others

Foreign Languages and the Total Curriculum: Exploring Alternative Basics.

Pub Date-79

Note-15p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business Education, *College Second Language Programs, Educational Innovation, *Film Study, French, Higher Education, *Interdisciplinary Approach, Modern Language Curriculum, *Music Education, Pronunciation Instruction, *Second Language Instruction, Second Language Learning

Four alternative foreign language curricula for college students are described. A course in business French may appeal to students who want their foreign language study to be marketable to prospective employers. The instructor in such a course will find his/her chief task to be the collection of suitable materials; a variety of suggestions from French commercial life is offered. The person with considerable foreign language training may also find satisfaction in teaching applied phonetics (i.e., enunciation) to music students specializing in voice. The use of foreign-language films can enrich a curriculum at any level from a full-fledged film program to a single course in foreign films to the use of films in a traditional foreign language classroom. Finally, there is an endless variety of possibilities for exploiting the resources available from different academic departments in a program of interdisciplinary studies. Guest lecturers, nontraditional courses, team teaching, and innovative programs are among the mechanisms at hand for implementing an interdepartmental approach to the humanities. Additional authors include Krin Gabbard, Leanne Wierenga, and D.L. Schrader. (JB)

Howard, Pamela F.

Education for Librarianship in Brazil.

Pub Date-79
Note-104p.; Master's Thesis, University of California at Los Angeles.
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Bibliographies, Charts, Foreign Countries, Graduate Study, *Higher Education, History, *Library Education, *Library Science, Statistical Data, Undergraduate Study
Identifiers-*Brazil

The paper examines and describes the development, trends, and current status of education for librarianship in Brazil against the background of the contemporary library scene and the system of higher education in general, focusing on the development of the 30 uqdergraduate and six post-graduate library programs in existence today. The master's programs are described individually. Included are brief descriptions of the beginnings of library education in Latin America and library development in Brazil. Appendices provide organizational charts of library-related institutions, statistical data on school programs, a listing of courses required in both the undergraduate and graduate programs at the Universidade Federal de Minas Gerais, a directory of schools/departments/faculties of library science and documentation, and a lengthy bibliography. (Author/JD)

ED 184 557 IR 008 239

Foster, Nancy

Subject Headings Listing for Small Instructional Materials Centers.

Pub Date-Jan 80

Note-29p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cataloging, *Instructional Materials, *Learning Resources Centers, *Subject Index Terms

Intended to facilitate the cataloging of both print and non-print materials in small instructional materials centers, where each item may require original cataloging, this system of subject headings enables the cataloger to find appropriate subject headings by referring to a single subject area listing of terms that have been specifically developed for this kind of center. Subject areas include art; bilingual education; early childhood education; English/reading/language arts; foreign languages; general education and teacher training; health and physical education; mathematics; music; science; social studies famous people in history; social studies general and miscellaneous; U.S. history, geography, social and political issues; vocational education; and world history, geography and cultures. Common cross-references are provided to assist the cataloger. (Author/JD)

ED 184 737 RC 011 729

Loughmiller, Campbell
Kids in Trouble: An Adventure in Education.
Pub Date-79
Note-93p.
Available from-Wildwood Books, P.O. Box 7263, Tyler, TX 75711 ($3.95)
Pub Type- Books (010) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Camping, *Delinquent Rehabilitation, *Educational Philosophy, Elementary Secondary Education, *Emotional Disturbances, Experiential Learning, Group Dynamics, Group Experience, Humanistic Education, Leadership Responsibility, *Outdoor Education, Program Development, Relevance (Education), *Resident Camp Programs, Staff Development, *Therapeutic Environment, Youth Programs

The philosophy and practices of a residential camp program for delinquent and emotionally disturbed youth are set forth in this book designed for persons directly involved with children. The therapeutic camping model discussed here provides an outdoor setting in which disturbed youth live in small, primary groups and get their education through life experiences determined largely by necessity, e.g., building and maintaining shelter, preparing meals, and planning rewarding recreation. The book's five chapters present an overview of the program, a statement of educational philosophy and methods, descriptions of groupwork'' and counselor training, and practical advice for those interested in starting similar programs. The camp assumes youth in trouble want to assume responsibility, to learn, and to lead a satisfactory life and that the responsibility of staff is to provide an environment which allows youth to pursue their strengths and express their abilities. The conditions necessary for growth and learning, relevance of education, and the role of academic instruction are topics in the chapter on education. Topics under groupwork'' and counselor training include group culture, problem solving strategies, discipline, leadership skills, ongoing counselor training, and rewards of the counselor's job. (JH)

ED 184 793 RC 011 977

Ross, Cathy Fernandes, Roger
Plains Culture Area. Native American Curriculum Series.
Curriculum Associates, Seattle, Wash.
Pub Date-79
Note-26p.; Multi-media kits are available. For related documents, see RC 011 975-976 and RC 011 978-980.
Available from-Curriculum Associates, 5715 58th Avenue N.E., Seattle, WA 98105 ($3.25 ea., $18.00 per set of all six titles, multi-media kits $350.00 ea., set of all six multi-media kits $1600.00)
Pub Type- Non-Print Media (100) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture, *American Indian Education, American Indian Languages, American Indians, Art Activities, Childrens Games, *Cultural Activities, *Cultural Background, Cultural Images, Elementary Education, Housing, Illustrations, *Instructional Materials, Learning Activities, Legends, *Social Studies, Symbolic Language, Tribes, United States History
Identifiers-American Indian History, Beadwork, Cultural Contributions, Lakota (Language), *Plains Indians (Anthropological Label), Sioux (Tribe)

One in a series of Native American instructional materials, this booklet introduces elementary students to the tribes of the plains culture area, extending from the Rocky Mountains to the Mississippi River and from Texas to Canada. Written in simple language, the booklet begins with a brief description of the region its extreme climate and the importance of the buffalo, which provided food, clothing, and shelter. Other topics include the design of tipis, the methods of buffalo hunting and the uses made of the buffalo, the Sioux legend of creation, the Lakota language, pictographs and manual signs used to communicate across language groups, beadwork, and the symbols used to decorate Sioux hunting horses. Student activities include constructing a model tipi (patterns and instructions are provided), translating and writing pictograph stories, creating a geometrical beadwork design, and learning a traditional game. Evaluation questions assess the students' ability to describe the plains culture area and compare it with the woodland, desert, and coastal culture areas covered by other booklets in this series. The text refers to films and books containing related information. (JH)

ED 184 839 SE 030 455

Kantowski, Mary Grace, Ed. And Others

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume XI: Analysis and Synthesis as Problem-Solving Methods.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Grant-NSF-G-8847(MA)

Note-186p.; For related documents, see SE 030 451-458, ED 042 628, ED 042 632-633, and ED 080 382-384

Pub Type- Reports - Research (143) - Translations (170)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Education, *Elementary School Mathematics, Learning Theories, *Mathematics Education, *Mathematics Instruction, *Problem Solving, Psychological Studies

Identifiers-School Mathematics Study Group, *Soviet Research, USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. This volume differs from the others in the series in that the entire volume records the search for a method of problem-solving instruction based on the analytic-synthetic nature of the problem-solving process. In this work, Kalmykova traces the history of the use of the analytic and synthetic methods in her country, explores elementary classroom situations involving teachers who had various degrees of success in problem-solving instruction, makes hypotheses regarding the use of certain techniques, and concludes with suggestions for ''productive'' methods to be used in the classroom. (Author/MK)

ED 184 317 FL 011 000

Chinese-Mandarin: Basic Course. Volume VI: Lessons 64-71.

Defense Language Inst., Monterey, Calif.

Pub Date-Jul 65

Note-248p.; For related documents, see FL 010 988-992 and FL 011 000-010.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.25; accompanying cassettes $6.40)

Language-Chinese; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Audiolingual Methods, *Grammar, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, Translation, Visual Aids, Writing Instruction

Identifiers-*Dialogs (Language Learning)

This is the sixth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. The present volume requires the student to read and write Chinese characters, and to respond orally to questions posed in Chinese characters. Instructional materials in the eight lessons include dialogues, grammar analyses, translation and question-answering exercises, pattern drills, pictorial aids, and reading and writing exercises. The emphasis of the course is on military science. (JB)

Faerch, Claus

Describing Interlanguage through Interaction: Problems of Systematicity and Permeability. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-Oct 79

Note-20p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S1V6

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communicative Competence (Languages), Descriptive Linguistics, *Discourse Analysis, *Interlanguage, *Language Patterns, Language Processing, Language Research, *Language Usage, Language Variation, Research Methodology, *Second Language Learning, Sociolinguistics, *Speech Communication

To assist language researchers in their analysis of interlanguage, some values for the linguistic variables of Source Language (SL), Interlanguage (IL), and Target Language (TL) are set forth. Although the fundamental assumption underlying interlanguage research is that interlanguages are linguistic systems, it is difficult to describe the systematicity because interlanguages are highly unstable. Since this change is brought about by exposure to the target language, descriptions of the systematicity of interlanguage based on interactional data are particularly problematical. In such descriptions, time, type of communication, and type of elicitation device must be considered. Interactional data must be examined because: (1) it represents one of the stylistic dimensions of interlanguage; (2) it is spontaneous, so it is of special interest since learners do not monitor their performance; (3) it is realistic since it is being used to meet learners' communicative needs; (4) it represents one of the only ways of analyzing related IL discourse rules; and (5) it is useful in studying resource expansion strategies and in elucidating the interrelationship between discourse structure and communication strategies. However, because of exact problems in description, the interactional data should be seen to represent a mini-diasystem rather than one individual system. (PMJ)

ED 184 417 HE 012 432

Kershaw, Joseph A.

Government and Higher Education in New York State.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date- 80
Note-45p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making, Declining Enrollment, *Educational Demand, Educational Policy, Federal Programs, Federal State Relationship, Financial Support, Futures (of Society), Government School Relationship, *Higher Education, Private Colleges, Private Education, Research Opportunities, *Retrenchment, State Agencies, *State Boards of Education, *State Colleges, State Programs, State Universities, *Statewide Planning, Student Financial Aid, Urban Universities
Identifiers-*New York, *Sloan Commission Studies

New York State's higher education system is threatened by external conditions: reduction in college-age population, a private sector threatened by an emerging state system, an end to growth in state financial support, and a rapidly growing New York City system. Whether the state can adjust rationally to these conditions is examined, and the possibilities for coordination of state and federal intervention are discussed. New York's higher education system is outlined, with some attention given to decision-making in the state bureaucracy. The student financial aid situation is examined, and it is noted that the two large state and federal aid programs, which operate side by side, differ in important ways and may in some ways be incompatible. The annual budget decision process for the State University of New York and the City University of New York is detailed and discussed as it copes with the steady state conditions ahead. A look into the near future suggests that a downturn of demand for higher education may be as much as 15 to 20 percent, research funds are likely to decline, and the state authorities will have to decide whether to selectively close institutions or selectively reduce programs at all institutions. (MSE)

Application Statistics, 1978.
Council of Ontario Universities, Toronto.
Pub Date-Mar 80
Note-31p.
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4 Canada
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age, *College Applicants, *College Choice, Comparative Analysis, Females, Foreign Countries, Higher Education, Intellectual Disciplines, Males, Place of Residence, *School Registration, Statistical Analysis, *Student Characteristics
Identifiers-Canada, *Ontario

Summary 1978 statistics on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities are presented. Comparative data since 1973 are included. Statistics are provided on regular applicants and year five applicants, or those applicants who were registered during the 1977-78 academic year as full-time students in year five of an Ontario secondary school. Data for individual colleges and universities are included. Each applicant was allowed to indicate up to three choices of universities and programs, and each choice was considered to be a distinct application. Applicants also indicated their order of preference for their choices. This information is presented for each institution. Other statistical tables present data on: active applications and registered applicants by academic field; applications and registered applicants by educational source of applicants; distribution of active applications and registered applicants by geographic origin of applicants for each institution; distribution of regular and year five active applicants and registered applicants by age and sex; distribution of regular and year five active applicants and registered applicants by country of citizenship and immigration status. (SW)

ED 184 534 IR 008 208

Feaster, Thelma J. And Others

Databases and Clearinghouses: Information Resources for Education. Information Series No. 167.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-OB-NIE-G-78-0211

Note-160p.; For related documents, see ED 162 632-634

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Clearinghouses, *Data Bases, *Educational Resources, *Information Sources

Databases and clearinghouses useful in education are described in this publication. Section one, Databases,'' contains one-page summaries of 54 databases of interest to educators, covering a variety of subjects, such as energy and environmental education, psychology, funding sources, language, special education, art, child abuse and neglect, and research on early childhood and adolescent development. Section two, Clearinghouses,'' consists of one-page summaries of 30 clearinghouses as well as a list of the 16 clearinghouses and network components of the Educational Resources Information Center (ERIC). Subject areas covered include consumer education, women's equity, adult education, test collection, community education, drug abuse, and nutrition education. Each database and clearinghouse summary includes such information s the acronym; name of database; major subject area(s); date established; publications/print journals; thesaurus/search aids; types of source documents; forms of retrievable information; and information contact. A sample computer search, using one of seven questions, is provided for many of the databases. (Author/JD)

Perusse, Lyse
Etude Comparative des Systemes de Reperage de l'Information Bibliographique en Mode Dialogue. Rapports de Recherche, No. 13 (Comparative Study of Systems for the Online Retrieval of Bibliographic Information. Research Report No. 13).
Quebec Univ., Sainte Foy.
Pub Date-Jun 79
Note-191p.
Available from-Mediatheque, Universite du Quebec, 2375 Boul. Laurier, Ste. Foy, Quebec, Canada G1V 2M3 (Can. $10.00)
Language-French
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Comparative Analysis, *Cost Effectiveness, *Data Bases, Foreign Countries, *Information Retrieval, Information Services, *Library Services, *Online Systems, Reference Services, Search Strategies, Tables (Data)

Identifiers-*Canada

This study, which was conducted at the University of Quebec over a period of six months, focuses on four systems for online information retrieval that are available to users at the university and provide access to some of the same databases: BRS (Bibliographic Retrieval Services Inc.), CAN/OLE (Canadian On-Line Inquiry), Lockheed DIALOG, and SDC/ORBIT. The criteria used for comparison are grouped in four categories costs, system features, databases offered, and user services. An analysis of the data collected indicates significant differences in the systems in terms of costs and response time, and it is concluded that access to a large number of databases is less important than the availability of databases that can meet the specific information needs of the particular library. A case is made for the importance of effective management of the rapidly increasing number of databases being made available, and for the redefinition of the roles and objectives of libraries as participants in the process of information dissemination. A list of 20 research reports in the area of communications is attached. (BBM)

ED 184 618 JC 800 168

Barron, Pepe Mazon, M. Reyes

Bilingual-Bicultural Educational Needs and Capabilities of Commuqity Colleges. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Note-6p.

Pub Type- Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Teacher Aides, *College Role, *Community Colleges, Educational Needs, English (Second Language), Federal Aid, Federal Legislation, *Job Training, Language of Instruction, *Spanish Speaking, Two Year Colleges

In an effort to assess the educational needs of bilingual/bicultural Americans and the extent to which community colleges are meeting these needs, this essay cites numerous studies that have focused on various aspects of the issue of bilingual/bicultural education. First, the review refers to studies acknowledging the benefits of bilingual education and other studies that reveal the lengthy history of bilingual programs, as well as the rarity of such programs. Next, the differences between equal access'' and equal benefits'' are discussed, and two models for bilingual education the Maintenance Model and the Transitional Model are considered. Subsequently, legislation is pointed to which provides federal aid for the development of bilingual programs, and then, the implications that ensuring legislation and judicial decisions have for the community college are discussed. Next, the key position of the bilingual teacher aide is analyzed, and studies that have examined the role, responsibilities, training, and attitudes of the bilingual teacher aide are reviewed. Finally, several recommendations are made. These recommendations focus on the importance of bilingual aides, community college responsibilities, the creation of a National Resource Center for the training of teacher aides and paraprofessionals. The functions of this Center are enumerated, and a bibliography included. (AYC)

McKay, John R.
Conducting a Needs Analysis for Faculty and Staff Development.
Pub Date-4 Dec 79
Note-19p.; Paper presented at the South Carolina Conference on Build a Faculty and Staff Development Program'' (Columbia, SC, December 4, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Planning, Data Analysis, *Faculty Development, Group Activities, *Needs Assessment, Questionnaires, Research Needs, *School Surveys, *Staff Development, Teacher Attitudes, *Technical Institutes, Two Year Colleges, Vocational Education Teachers
Identifiers-*Delphi Technique, *Nominal Group Technique

Suggestions for the successful implementation of a needs analysis for faculty/staff development are presented, based upon the experiences of a consortium of four South Carolina technical colleges. The report first defines a needs assessment as a process to determine the difference between what exists and what is needed, and then presents a five-point rationale for conducting a needs assessment which focuses on planning requirements and the problems involved in serving the changing needs of two-year college students in the face of a declining faculty turnover rate. The advantages and disadvantages of three methods for conducting a needs assessment are then discussed, including the nominal group technique and the modified Delphi technique which enable small groups to develop a prioritized list of staff development needs and surveys. A discussion of the following seven factors in the use of surveys in needs assessment is then presented: (1) development of survey objectives; (2) selection of the type of survey instrument to be used; (3) development and testing of the questionnaire this section includes a list of the types of questions that can be asked and the subject areas into which they can be grouped; (4) administration of the questionnaire; (5) diagnosis of the data; (6) utilization of the data; and (7) evaluation of the survey's accuracy. (JP)

ED 184 695 PS 011 335

Hill, Ann And Others

Abstracts on Child Play Areas and Child Support Facilities.

Wisconsin Univ., Milwaukee. School of Architecture and Urban Planning.
Spons Agency-Office of the Chief of Engineers (Army), Washington, D.C.
Report NO.-UW-SAUP-R78-4
Pub Date-Nov 78
Contract-DACA73-78-C-0005
Note-108p.; For related documents, see PS 011 335-337. Document contains several pages of photographs that may not reproduce well. Pages 96-99 of the bibliography may be of marginal legibility due to light print.
Available from-Publications in Architecture and Urban Planning Research, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201 ($5.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Abstracts, *Children, Day Care, *Day Care Centers, Design, *Design Requirements, Early Childhood Education, Environmental Influences, *Facility Planning, Physical Environment, Play, *Playgrounds, Theories

Abstracts of 40 selected books and articles on the topic of interactions between children and their environments are provided in this document. Works abstracted were selected from a pool of over 1200 items. The abstracts are organized into five categories: (1) theories of child care and play; (2) child-environment research; (3) descriptions of facilities; (4) design guides; and (5) bibliographies. These materials, and approximately 800 more, are accessible through SPIN, an information storage and retrieval system developed at the School of Architecture and Urban Planning, University of Wisconsin, Milwaukee. (Author/RH)

ED 184 774 RC 011 956

A Brief History of the Federal Responsibility to the American Indian.
Office of Education (DHEW), Washington, D.C.
Report NO.-OE-79-02404
Pub Date-79
Note-38p.; Based on the Report Legislative Analysis of The Federal Role In Indian Education'' by Vine Deloria, Jr.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-02033-5).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, American Indian Reservations, *American Indians, Educational Needs, *Federal Indian Relationship, *Federal Legislation, Federal Programs, Government Role, Needs, Self Determination, Social Services, *Treaties, Tribal Sovereignty, Tribes, *Trust Responsibility (Government)
Identifiers-*American Indian History, Meriam Report

As tribes and individuals, Indians claim dual rights in American society. Granted full citizenship in 1924, Indians are entitled to all protections and benefits enjoyed by other citizens, including free public education for their children. As the original inhabitants of the United States, Indians also claim rights accruing to no other population groups based on treaties signed between individual tribes and the Federal Government between 1778 and 1871, acts of the U.S. Congress to implement the treaties and provide for the general welfare of Indian people, and court decisions upholding the validity of treaties and special legislation to deal with Indian matters. This summary, written for the layman with special emphasis on education, reviews the treaty guarantees made by the Federal Government and the services actually provided under the guarantees. It summarizes congressional intent, from the end of the treaty period to the present, in assigning responsibilities for Indian affairs to a number of Federal agencies. Finally, it examines the consistency with which the courts have upheld the concept of dual Federal responsibility to Indian citizens, as expressed in treaties and general law. As the nation seeks to redress past failures and to develop a Federal policy responsive to Indian needs in the years ahead, it should be recognized that the legal and judicial history tends to support the Indian claim of dual rights both by treaty and special Congressional acts and by inherent rights of citizenship. (Author/NEC)

ED 184 813 SE 030 289

Brooks, Karl L.

A Catskill Flora and Economic Botany, I: Pteridophyta. The Ferns and Fern Allies. Bulletin No. 438, New York State Museum.

New York State Education Dept., Albany.; New York State Museum, Albany.
Pub Date-79
Note-284p.; Contains occasional light type.
Pub Type- Guides - General (050) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Agronomy, *Botany, Classification, *Guides, *Plant Identification, Science Education
Identifiers-*Ferns

The information contained within this guide about flora of the ferns and fern allies of the Catskill Mountains of New York State covers medical and food uses of the plants, as well as the more typical floristic data of keys, drawings, and plant descriptions. (CS)

ED 184 400 HE 012 399

Slaughter, Virginia B. Kwalick, Barry
CUNY Bibliography of Basic Skills.
City Univ. of New York, N.Y.
Pub Date-Jan 80
Note-62p.; Special issue of Resource, newsletter of the Instructional Resource Center
Available from-Instructional Resource Center, Office of Academic Affairs, CUNY, 535 E. 80th Street, New York, NY 10021
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basic Skills, College Freshmen, *College Instruction, College Programs, *English (Second Language), Higher Education, Remedial Instruction, *Remedial Mathematics, *Remedial Reading
Identifiers-*City University of New York

Included in this bibliography on college basic skills instruction are works produced by City University of New York (CUNY) faculty since 1970. The works are categorized in two main sections: language skills and mathematics. The language skills section contains materials on reading, writing, and English as a second language. It is further divided into published works, CUNY college publications, and City University publications. The mathematics list includes all works designated by their authors as remedial; beyond that, faculty assisted in identifying works that pertain broadly to freshman level classes. Generally, annotations are not included. (Author/MSE)

Minding the Children: Ford Foundation Assistance to Child-Care Programs.
Ford Foundation, New York, N.Y.
Pub Date-Mar 80
Note-24p.
Available from-Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017 (Free of charge)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Black Youth, Child Development, *Community Information Services, Consultation Programs, *Curriculum Development, *Day Care, *Grants, *National Organizations, Parents, *Private Financial Support, Referral, Sex Fairness
Identifiers-*Ford Foundation

This report describes child care related programs which have received major grants from the Ford Foundation since 1969. Specific information and referral services such as the Children's Council of San Francisco Childcare Switchboard, the Cambridge/Somerville Child Care Resource Center in Massachusetts, the Pre-School Association of the West Side and the Chicago Child Care Task Force are overviewed. Non-sexist child care curriculum development efforts, programs focused on teenage parents , the Day Care and Child Development Council of America, the National Black Child Development Institute, and the Day Care Consultation Service are described. A brief indication is given of prospects for future funding and a list of child care and development grants to institutions during the years 1969 through 1979 is appended. (Author/RH)

ED 184 297 FL 010 685

Hatch, Evelyn

An Historical Overview of Second Language Acquistion Research.

Pub Date-Feb 77
Note-15p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977). Tables may be marginally legible. Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Learning, Child Language, Comparative Analysis, *Discourse Analysis, Interference (Language), *Language Acquisition, *Language Research, *Linguistic Theory, Longitudinal Studies, Morphemes, Observation, Psycholinguistics, *Research Methodology, *Second Language Learning, Transfer of Training

An historical overview of research on second language acquisition considers research topics examined in observational/longitudinal studies and experimental studies. The questions that have reappeared across both observational and experimental studies concern: (1) whether second language learning is the same or different from first language learning, (2) the importance of interference/transfer, and (3) whether there is an optimal age effect for success in second language learning. Several explanations are noted for similar patterns emerging in the acquistion/production of both first and second language learners. If one accepts the proposition that there are strong similarities between first and second language learning, a second area of analysis is the role the first language has in second language learning. Contrastive analysis studies have been conducted to examine differences between first and second languages in order to predict where errors would be committed. The mechanisms of interference and transfer between the first and second languages have been the topic of debate. The conversational analysis approach has been utilized to investigate an optimal age for language learning. It is suggested that the whole area of adult learner conversation needs much more exploration before strong claims can be made about discourse analysis as an explanation for adult vs. child success in second language learning. (SW)

ED 184 381 FL 011 320

Brown, H. Douglas

Cognitive and Affective Characteristics of Good Language Learners. Proceedings of the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977).

Pub Date-Jun 77

Note-7p.; Best copy available. One of several papers presented at the Los Angeles Second Language Forum.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, *Cognitive Style, *Individual Characteristics, Language Attitudes, Language Research, *Personality, Psycholinguistics, *Second Language Learning, *Social Indicators, Sociocultural Patterns, *Success

Field independence, empathy, perceived social distance, and self-esteem are being examined in this on-going investigation of the characteristics of a good language learner. The results of various measures of these four variables are being correlated with language proficiency tests and teacher and self-evaluations. It is suggested that conflicting indications to date of the impact of field dependence on language learning may be cleared up by examining its impact on classroom learning and on natural language acquisition separately. To date, empathy has not been proven to have an effect on a language learner's success, although conventional wisdom suggests that it does. Learner-perceived social distance between himself and his countrymen, himself and Americans in general, and his countrymen and Americans in general is being studied. Preliminary results of this research indicate a positive correlation between global self-esteem and the learner's oral production performance. The validity of standardized language proficiency tests as measures of communicative ability is questioned. The need for new personality measurement devices not based on North American culture is pointed out. The necessity of gathering empirical evidence to support theories of the effects of affective variables on successful second language learning is emphasized. (PMJ)

HE

ED 184 434 HE 012 452

Kerr, Clark, Ed. Rosow, Jerome M., Ed.

Work in America: The Decade Ahead. Work in America Institute Series.

Pub Date-79
Note-288p.
Available from-Van Nostrand Reinhold Company, 135 West 50th Street, New York, NY 10020 ($15.95)
Pub Type- Books (010) - Opinion Papers (120) - Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-Adults, *Education Work Relationship, Employment Patterns, Employment Projections, *Futures (of Society), Labor Economics, *Labor Market, Labor Needs, Postsecondary Education, Productivity, *Quality of Life, Retirement, Social Influences, Unemployment

The results of three national symposia held in New York, Chicago, and San Francisco by the Work in America Institute involving more than 300 leaders from industry, government, labor, communications, and education are summarized in this volume dealing with the work force of the future and the emerging work environment. Changes reported that affect work in America include affirmative action legislation, a declining birth rate, retirement-at-70 laws, and early retirement options. Issues responding to the changes discussed are shorter or compressed work weeks, work-at-home jobs (with your own computer terminal), flexitime, employee civil rights, and worker participation in management. Focus is on five fundamental issues: (1) the quality of working life; (2) productivity, emphasizing the human factors in the productivity equation; (3) education and the world of work; (4) employee-management cooperation; and (5) national labor force policy, examining policies of the United States and other industrialized nations as they affect the quality of working life. An index is provided. (LC)

ED 184 451 HE 012 477

Lloyd-Campbell, Crystal

Adams v. Califano. A Case Study in the Politics of Regulation. (Working Paper). Revised Edition, Postscript March 1979.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Jan 78

Note-176p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Black Students, Case Studies, Civil Rights, *College Desegregation, Court Litigation, Desegregation Plans, *Federal Legislation, Federal Regulation, Federal State Relationship, *Government School Relationship, *Higher Education, Law Enforcement, *Racial Discrimination

Identifiers-*Adams v Califano, Department of Health Education and Welfare, National Association Advancement Colored People, Office of Civil Rights, *Sloan Commission Studies

In October 1970 civil rights activists sued the Department of Health, Education, and Welfare (DHEW), charging it with general and calculated default'' in enforcement of a law forbidding racial discrimination in the use of federal education funds. Subsequent DHEW secretaries have been named as defendants. This case study of the regulatory process focuses on four groups of actors and actions: (1) the actions of Congress and the courts and the target populations; (2) the academic groups expected to change their behavior (in this case the higher education system of North Carolina); (3) the regulators (HEW, and within it, the Office of Civil Rights (OCR); and (4) the black citizens' groups, the NAACP Legal Defense Fund. Legal, academic, and agency background are given through three time periods: prior to the suit, 1964-1970; through January 1977, when the director of OCR left the agency; and through January 1978, the date of publication. The case is seen as an extreme but not unique example of conflicting sources of authority in the antidiscrimination regulatory process. It is concluded that new regulatory processes must be developed that respect the structure and norms of the academic community and still guarantee that it acts in a manner consistent with social policies. Both mediation between academia and the regulatory system and participation in regulatory processes are suggested as partial solutions. Appended are an outline of a plan to eliminate a dual system of higher education; a list of DHEW secretaries, general counsels, and assistant counsels since 1964, and OCR directors since 1964; figures of black participation in North Carolina higher education; and an outline of pertinent laws. (MSE)

HE 012 478

ED 184 468 HE 012 495

Kaye, A. R.

A Case Study in Distance Learning Systems: The Sri Lanka Institute of Distance Education. Revised Edition.

Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-Jan 79
Note-26p.; Colored pages may not reproduce clearly.
Available from-The Open University, Centre for International Cooperation and Services, Walton Hall, Milton Keynes, MK7 6AA, Bucks, England.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education, Case Studies, College Administration, College Admission, College Programs, *Cultural Context, Curriculum Development, Educational Finance, *Foreign Countries, *Higher Education, *Institutional Characteristics, Nontraditional Education, *Open Universities, Physical Geography, Politics, School Organization, Sociocultural Patterns, Socioeconomic Influences, Student Evaluation, Teacher Education, Technical Education, Vocational Education
Identifiers-*Sri Lanka Institute of Distance Education

A case study of the Sri Lanka Institute of Distance Education, an Open University school, is presented. Areas of discussion include characteristics of the country, the educational system of Sri Lanka, and the university. Specific topics include: the physical setting of Sri Lanka; the population; society and culture; the economy; the political situation; communications; teacher training; technical and vocational education; higher education; nonformal and adult education; educational broadcasting; administration and financing of education; origins of the Sri Lanka Institute of Distance Education; types of students; instructional programs; higher national certificate in technology; instructional media and methods; curriculum development; student admission, registration, and records; student assessment; and organization and administration of the university. (SW)

ED 184 511 IR 008 105

Allison, Anne Marie

Factors Affecting Administration in United States Academic Libraries during the Period 1971- 75. Occasional Paper No. 138.

Illinois Univ., Champaign. Graduate School of Library Science.

Pub Date-May 79

Note-34p.

Available from-Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, IL 61820

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Libraries, *Administrative Change, Administrative Policy, Decision Making, *Library Administration, *Library Surveys, Organization, Tenure, Trend Analysis, Unions

Items studied in a library survey of U.S. institutions of higher education included shifts in decision-making bodies, unionization, and tenure. From the 1032 questionnaires returned, these findings resulted: (1) 175 of 1025 have unionized library staff 135 of them since 1971; (2) 496 of 1018 librarians responding said they were organized as a faculty or in a similar structure; 22 of 37 academic research libraries answering this question on structure responded similarly; for all libraries claiming faculty or faculty-like structure, 30 percent said that this organization represented a change since 1971; (3) in many areas of the study, 4-year colleges offering no graduate degrees reported the least amount of change; in many categories, the largest institutions (with 10,000 or more full-time enrolled students) reported the highest degree of change. Findings are summarized in 18 tables and discussed; the questionnaire and coding sheets are included. (Author/JD)

ED 184 675 PS 011 300

Mayesky, Mary E.

Differences in Academic Growth as Measured in an Extended Day Program in a Public Elementary School.

Pub Date-Feb 80
Note-27p.; Paper presented at the Annual Conference of the American Association of School Administrators (Anaheim, CA, February 18, 1980)
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *After School Programs, *Enrichment Activities, *Extended School Day, Mathematics, Primary Education, *Program Effectiveness, Reading, *Remedial Instruction
Identifiers-*Phillips Extended Day Magnet Program

Math and reading achievement scores were compared for extended day (ED) and non-extended day (NED) children in grades 1-3 of the Phillips Extended Day Magnet Program. In the before school (7:00-8:15 a.m.) and after school (2:45-6:00 p.m.) hours, ED children participated in an enrichment and remediation program in the core areas of math/science, art, music, physical education, individual tutoring, homework completion, and learning center/library and in special activities such as languages, weaving, drama, dance, karate, and wrestling. During school hours, the ED children attended the regular academic program at Phillips with NED children. There were no socioeconomic, social, or racial differences between ED and NED children. Achievement test data were collected for the first two years of the program for ED and NED children in two groups: Group 1 children were in first grade during 1977-78 and second grade in 1978-79 and Group 2 children were in second grade during 1977-78 and third grade in 1978-79. Results showed that in math, both Group 1 and Group 2 ED children significantly outscored NED children over the two program years. In reading, ED children had significantly higher reading scores than NED children only in Group 1. Due to the absence of controls, it could not be conclusively stated that the Extended Day Program alone accounted for these differences. However, it was concluded that some variable or combination of variables in the extended day environment made a positive contribution toward the children's academic growth. (JMB)

ED 184 756 RC 011 934

Nathanson, Jaimie P.

Special Education Services: Outdoor Learning Program for Children with Handicapping Conditions.

Long Island State Park and Recreation Commission, N.Y.; New York State Executive Office, Albany.; SCOPE Outdoor Learning Laboratories, Kings Park, N.Y.

Spons Agency-Suffolk County Board of Cooperative Educational Services 3, Dix Hills, N.Y.

Pub Date-75

Note-67p.; For related documents, see RC 011 935-937.

Available from-SCOPE Outdoor Learning Laboratories/BOCES, PO Box 186, Kings Park, NY 11754 ($2.35 plus postage)

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Conservation (Environment), *Disabilities, *Educational Resources, Elementary Secondary Education, Environmental Education, Experiential Learning, Facilities, Inservice Teacher Education, *Outdoor Education, *Parks, *Program Descriptions, Resident Camp Programs, Services, *Special Education, Special Programs

Identifiers-New York (Suffolk Couqty), *SCOPE Outdoor Learning Laboratories

For the special educator the Suffolk County (NY) Outdoor Learning Laboratories offer many spontaneous teachable moments'' that occur in the out-of-doors in which to guide students' attention and enthusiasm through the process of discovery and problem solving. The program welcomes students with varying degrees of physical, intellectual and/or emotional handicapping conditions. Specialized inservice training, sample curriculum packets, planning sessions, staff assistance, and a resource library prepare each teacher to develop his/her own outdoor learning program based upon the needs of individual students. This guide provides special education teachers with essential information about how to use the facilities and services. Included are descriptions, maps and use procedures of the facilities at Sunken Meadow State Park, Connetquot River State Park, and Nissequogue River State Park; details of the day-use teacher participation plan; safety and first aid reminders; conservation practices; goals, objectives, and implementation procedures for the residential teacher participation plan; instructions about how to receive academic credit for inservice training; and a listing of supplementary programs available for teacher participation. (NEC)

ED 184 814

SE 030 297

Riley, Joseph P., II

The Effect of Studying Different Question Classification Systems on Preservice Teachers' Ability to Classify Questions and Attitudes Toward Questioning.

Pub Date-Apr 78
Note-10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Science, *Elementary School Teachers, Higher Education, Learning Modules, *Preservice Teacher Education, *Questioning Techniques, Science Education, *Teacher Attitudes
Identifiers-*Science Education Research

Presented is an evaluation of the effect of the three most commonly used question classification systems on preservice teachers' ability to classify questions and on their attitude toward questioning. Thirty elementary science teachers were randomly assigned to one of three treatment levels. Each treatment level consisted of self-instructional modules in which the Aschner, Bloom, or Sanders category systems were presented. Standardized gain scores were compared for each treatment, and results indicated that the Aschner-based question classification system had some advantages over the other two systems in terms of improving ability to recognize and classify questions based on cognitive levels and a more positive attitude toward using the classification system. (CS)

ED 184 558 IR 008 241

Park, Rolla Edward
Audience Diversion Due to Cable Television: Supporting Data.
Rand Corp., Santa Monica, Calif.
Spons Agency-Federal Communications Commission, Washington, D.C.
Report NO.-Rand-R-02403/1-FCC
Pub Date-Apr 79
Contract-FCC-0271
Note-101p.; For a related document, see IR 008 242.
Available from-Rand Corp., Santa Monica, CA 90406 ($7.00)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Broadcast Television, *Cable Television, *Commercial Television, Tables (Data), *Television Research, *Television Viewing

This document contains data used in a study which sought to determine how much audience is diverted from local television stations by cable systems carrying distant signals. A companion report to Audience Diversion Due to Cable Televison: A Statistical Analysis of New Data,'' this paper contains the data that are analyzed in the other volume. Markets are ranked by number of television households, and data are included from 211 counties in the United States. (JEG)

ED 184 599 JC 800 030

Archer, Patricia F.

Student Behavior and Attitudes: The Affective Domain.

Pub Date- 79

Note-37p.; Prepared for the Media Systems Series in Creative Teaching.

Pub Type- Tests/Questionnaires (160) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior, *Affective Measures, Affective Objectives, Classroom Environment, Classroom Techniques, Cognitive Processes, *Community Colleges, Creative Teaching, Evaluation Methods, Learning Modules, *Learning Theories, Nontraditional Students, Pretests Posttests, Student Attitudes, Student Behavior, *Student Evaluation, *Teacher Education, Teacher Improvement, Two Year Colleges

Identifiers-*Blooms Taxonomy

This two-part learning module, designed to acquaint teachers with the affective domain of Bloom's Taxonomy, provides a methodology for identifying the attitudinal and motivational problems of non-traditional students. Part I discusses the cognitive, affective, and psychomotor domains considered in Bloom's Taxonomy and presents possible learning objectives for each level of the affective domain, i.e., receiving, responding, valuing, organizing, and characterizing. Included in this section is a discussion of the cause-effect relationship between the cognitive and affective domains and an exploration of the importance of testing students' attitudes toward a subject, as well as their cognitive knowledge of it. Part II describes how instructors can measure affective outcomes by applying the concepts of Bloom's Taxonomy to observation of student behavior. Various student responses to the learning environment are considered which identify the student's position within the levels of the affective domain. These levels range from mere awareness of the subject material to the internalization of the knowledge as part of the student's personal value system. The learning module includes a pre-test and a post-test, as well as exercises and optional learning activities for the instructors, that were designed to reinforce the material as it is discussed. (JP)

ED 184 318 FL 011 001

Chinese-Mandarin: Basic Course. Volume VII: Lessons 72-79.

Defense Language Inst., Monterey, Calif.
Pub Date-Feb 66
Note-305p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.20; accompanying cassettes $6.40)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, Translation, Visual Aids, Vocabulary Skills, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the seventh of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in the use and recognition of Chinese characters is emphasized. Instructional materials in the eight lessons include dialogues, grammar analyses, recombination drills, guidelines for translation, vocabulary lists, pictorial aids, and reading and writing exercises. The emphasis of the course is on military science. (JB)

ED 184 360 FL 011 164

Nerenz, Anne

Utilizing Class Time in Foreign Language Instruction.

Pub Date-79

Note-12p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Educational Research, Grammar, Listening Skills, *Reading Instruction, Secondary Education, *Second Language Instruction, Second Language Learning, *Speech instruction, *Time Factors (Learning), *Writing Instruction

Twenty secondary school foreign language classes in Wisconsin were monitored to determine how foreign language class time is used. The target language was used 79% of the time. Teachers made 61% of the target language utterances, suggesting that insufficient time was being spent on student practice. Two percent of class time was devoted to developing listening skills, with the emphasis on listening comprehension at the expense of auditory discrimination. Speaking skills consumed 24% of the time available, most of which was devoted to dialogues and other guided activities. Reading skills practice was monitored only for reading aloud, which took up 6% of class time. Use of English to correct errors during the time could be reduced through the use of pronunciation and auditory discrimination drills. Two percent of class time was devoted to writing instruction. As with speech instruction, most of this time was devoted to structured or guided exercises. Most of the remaining 67% of class time was given over to grammar instruction; this time was characterized by predominance of teacher talk. Finally, 7% of time was spent on cultural activities, 4% on recreational activities, 8% on homework assignments, 7% on testing, and 9% on class management and other activities. (JB)

ED 184 535 IR 008 209

Warnken, Kelly
The Directory of Fee-Based Information Services, 1978-79.
Information Alternative, Woodstock, N.Y.
Pub Date-78
Note-101p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cataloging, *Consultants, *Costs, Editing, Indexing, Information Retrieval, *Information Services, *Researchers, Writing (Composition)
Identifiers-*Information Brokers

This directory lists information brokers, freelance librarians, independent information specialists, public and institutional libraries that offer information services, and information service companies in 29 states, the District of Columbia, and three Canadian provinces. Arranged alphabetically by state and then by broker/company name, the listings provide the address, telephone number, key individuals (if company/institution), hours of business, rates, services, areas of specializations, and in some cases further descriptions of specialties and past projects. A combined subject-person index is included. (JD)

ED 184 637 JC 800 197

Charles, Richard F. And Others

Evaluation of Community College Handicapped Student Services Programs: A Handbook.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Mar 80
Note-110p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accountability, *Community Colleges, Compliance (Legal), *Disabilities, *Evaluation Criteria, *Evaluation Methods, Information Needs, Legal Responsibility, Models, Organizational Objectives, *Program Evaluation, Program Improvement, Questionnaires, *Special Programs, Two Year Colleges, Two Year College Students

General information and operational suggestions are provided for the planning and implementation of uqiform and continual systems for the evaluation of community college handicapped student programs and services (HSPS). After introductory material describing requirements for quantitative and qualitative data, the handbook discusses the goals toward which HSPS evaluation should be aimed communicating with the public, providing information to decision-makers, improving existing programs, and providing additional satisfaction to participants. The handbook then discusses the HSPS documentation requirements and describes the use of an Individual Education Plan file in collecting data on the services provided to handicapped students. Legal requirements are then outlined, followed by: (1) a discussion of the use of external and internal evaluators; (2) a description of the planning required for evaluation and a list of suggested planning criteria; (3) a checklist of the steps in determining evaluation purposes and requirements; (4) a discussion of the evaluation of written program goals and objectives; and (5) an examination of the time of evaluation procedures. The handbook includes a bibliography and a glossary and is appended by a list of evaluation models, a selection of evaluation questionnaires, and descriptions of exemplary program evaluations. (JP)

ED 184 717 PS 011 361

Love, John M. And Others

An Evaluation of the Home Start Training Centers.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-Aug 79

Contract-105-76-1135

Note-194p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Demography, *Home Programs, Home Visits, Information Needs, *Needs Assessment, Parent Education, Peer Teaching, *Personnel, Personnel Evaluation, Preschool Education, Program Descriptions, *Program Effectiveness, *Program Evaluation, Surveys, *Training

Identifiers-Home Start Program

The results of an evaluation of the six Home Start Training Centers are presented in this report. Included are the final research design of the Training Centers evaluation, findings from three sets of site visits, and results of questionnaires sent to (1) people who participated in training, (2) their supervisors, and (3) Head Start grantees and delegate agencies. Chapter I provides a brief history of the original Home Start Demonstration Program and presents the rationale for establishing the six Home Start Training Centers. This chapter also contains summary descriptions of the Training Centers, including their demographic characteristics, staffing patterns, and community and grantee support. Chapter II presents the evaluation design, the methodology of the site visits, and procedures for the spring 1978 data collection. Chapter III uses the observation data and onsite interview information as a basis for describing Training Center activities. Chapter IV sets forth training effectiveness findings based on information gathered by the questionnaires, and Chapter V covers the demand for training as described in the mail surveys. (Author/MP)

ED 184 738 RC 011 733

Fuguitt, Glenn V. And Others

Growth and Change in Rural America. Management and Control of Growth Series.

Urban Land Inst., Washington, D.C.

Spons Agency-Urban Land Research Foundation, Washington, D.C.

Pub Date-79

Note-106p.

Available from-The Urban Land Institute, 1200 18th Street, NW, Washington, DC 20036 ($13.00).

Pub Type- Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Community Change, Government Role, *Land Use, Migration Patterns, *Population Growth, Population Trends, *Quality of Life, Regional Planning, Rural Areas, *Rural Development, Rural Population, Social Change, *Urban to Rural Migration

Identifiers-*Nonmetropolitan Areas

Growth in nonmetropolitan areas is expected to cause some of the most important land use debates of the 1980's. This volume is intended to provide professionals in the land use field with a better understanding of the extent and nature of population change in nonmetropolitan areas, the type of development associated with this change, and the difficulty of guiding this growth in a manner that enhances rather than damages the quality of the rural environment. Population data over the past 25 years indicates widespread migration reversals to nonmetropolitan areas; the fastest growing counties are now those containing no incorporated place of 2,500 or more persons. Factors associated with this turnaround include expansion of institutions of higher education, the interstate highway system, changes in agriculture, shifts in the economic base, emphasis on quality of life, and retirement migration. Changes in government of nonmetropolitan areas are resulting. Local governments are highly fragmented and have limited capabilities; state government deploys more controls and carries out more functions directly, and the federal government operates a complex system of direct aid. Growth management requires long range regional planning and cooperation, land use and zoning programs, impact assessment, and joint capital budgeting. In time, factors such as the energy shortage, water supplies, protection of agricultural land and the environment, a uniform national growth policy, and shifts in personal preferences could reverse this back-to-the-country movement. (NEC)

ED 184 794 RC 011 978

Ross, Cathy Fernandes, Roger
Coastal Culture Area. Native American Curriculum Series.
Curriculum Associates, Seattle, Wash.
Pub Date-79
Note-39p.; Multi-media kits are available. For related documents, see RC 011 975-977 and RC 011 979-980.
Available from-Curriculum Associates, 5715 58th Avenue N.E., Seattle, WA 98105 ($3.25 ea., $18.00 per set of all six titles, multi-media kits $350.00 ea., set of all six multi-media kits $1600.00)
Pub Type- Non-Print Media (100) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alaska Natives, *American Indian Culture, *American Indian Education, American Indian Languages, American Indians, Art Activities, Childrens Games, Cultural Activities, *Cultural Background, Cultural Images, Elementary Education, Housing, Illustrations, *Instructional Materials, Learning Activities, Legends, Life Style, Natural Resources, Resource Materials, *Social Studies, Tribes
Identifiers-American Indian History, Chinook (Tribe), Chinook Jargon, Cultural Contributions, Kwakiutl (Tribe), *United States (Northwest)

Background information, legends, games, illustrations, and art projects are provided in this booklet introducing elementary students to the history and culture of Indian tribes of the North Pacific Coast and Pacific Northwest. One in a series of Native American instructional materials, the booklet provides an overview of the coastal culture area, as well as, information about specific tribal customs. Written in simple language, the topics include the climate of the region, the abundance of food and natural resources, the importance of salmon fishing, typical shelters, traditional celebrations, the Chinook legend of creation, the Chinook Jargon used as the language of trade between Pacific Northwest tribes and non-Indians, the uses of the red cedar tree, and the significance of the totem pole. Directions and patterns are provided for three model construction projects: a coastal long house, a totem pole, and a crooked-beak-of-heaven mask of the Kwakiutl people. Additional student activities include writing the history represented by a totem pole and learning the traditional games of slahal (bone game) and fish trap. Evaluation questions assess the students' ability to describe the culture of the coastal Indians and compare it with the woodland, plains, and desert Indian cultures covered by other booklets in this series. The text refers to films and books containing related information. (JH)

ED 184 840 SE 030 456

Wilson, James W., Ed. And Others

Soviet Studies in the Psychology of Learning and Teaching Mathematics. Volume XII: Problems of Instruction.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Grant-NSF-G-8847(MA)

Note-185p.; For related documents, see SE 030 451-458, ED 042 628, ED 042 632-633, and ED 080 382-384

Pub Type- Reports - Research (143) - Translations (170)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Secondary Education, Error Patterns, Geometric Concepts, Learning Theories, *Mathematics Education, *Mathematics Instruction, *Psychological Studies, Psychology

Identifiers-School Mathematics Study Group, *Soviet Research, *USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. This series should assist in opening up avenues of investigation to those who are interested in broadening the foundations of their profession. The seven studies found in this volume are: An Experiment in the Psychological Analysis of Algebraic Errors; Pupils' Comprehension of Geometric Proofs; Elements of the Historical Approach in Teaching Mathematics; Overcoming Students' Errors in the Independent Solution of Arithmetic Problems; Stimulating Student Activity in the Study of Functional Relationships; Psychological Grounds for Extensive Use of Unsolvable Problems; and Psychological Characteristics of Pupils' Assimilation of the Concept of a Function. (Author/MK)

ED 184 340 FL 011 132

Hanna, Gila Smith, Anthony H.

Evaluating Summer Bilingual Exchanges: A Progress Report. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-79

Note-30p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Change, *Cultural Awareness, *Cultural Education, English (Second Language), *French, Intercultural Programs, Language Proficiency, *Program Evaluation, *Second Language Learning, Student Attitudes, *Student Exchange Programs

Identifiers-Ontario, Quebec

An in-progress research project evaluating the first phase of two-year bilingual exchange programs is described. The exchange programs being evaluated are a summer exchange between groups of school children from schools in Quebec and Ontario and a school-year exchange between groups of children from schools in the same provinces. The objectives of both exchanges are increased proficiency in the second language and improved understanding of the other cultural group. The first phase of the study is concerned with: (1) the development of appropriate procedures for evaluation, and (2) the collection of initial information on language achievement and cultural and attitudinal changes among the anglophone and francophone participants. The evaluation procedures include pencil and paper tests, a language proficiency interview, questionnaires, and general interviews. Two noteworthy findings are: (1) in spite of the short duration of the exchanges, there is noticeable improvement in language proficiency; and (2) unless prompted by a questionnaire or attitude test, students reject the conventional attitudinal stereotypes. They tended instead to report their experiences in terms of specific people, activities or events. (Author/PMJ)

ED 184 401 HE 012 400

Hughes, John F. Smith, Patricia

Policy Options for Federal Considerations.

American Council on Education, Washington, D.C. Policy Analysis Service.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 76
Contract-300-75-0375
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Administrative Policy, College Planning, Educational Finance, *Educational Policy, *Federal Aid, Federal Government, Federal Programs, *Federal State Relationship, Financial Problems, Financial Support, *Government School Relationship, *Higher Education, Policy Formation, *Private Colleges, Private Education, Private Financial Support, Program Costs, Small Colleges, State Government, Student Financial Aid
Identifiers-Institutional Viability

A study by the American Council on Education examined the conditions and needs of the private sector of higher education. The policy options outlined here are in four categories. The first category, improving federal-state coordination of policies affecting private institutions, proposes two ideas: a request by the President that each state develop an explicit policy for support and adequate representation of private institutions in its planning; and additional federal incentives for state support. The second category, assuring students reasonable choice, proposes modifying federal grant programs in student aid to reflect differing student needs and differing institution costs (with specific suggestions for each program); and providing more equitable distribution of student aid funds. The third category, sustaining the viability of postsecondary institutions, makes six suggestions: (1) provide realistic administrative cost allowances for all student aid programs; (2) encourage the self-development of small colleges; (3) provide loans and cost reimbursement to help institutions meet the costs of implementing federally-mandated social programs; (4) provide federal matching grants to states that provide institutional support funds to private colleges; (5) review administrative policy on cost-of-education payments; and (6) create measures for relieving acute financial distress. Finally, incentives are proposed for private support of postsecondary institutions. (MSE)

ED 184 418 HE 012 434

Stafford, Richard Lustberg, Larry
Higher Education in Massachusetts: Issues in Their Context.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Mar 79
Note-190p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Freedom, Access to Education, Accountability, Change, Coordination, Educational Cooperation, Educational Finance, Enrollment Projections, *Governance, *Government School Relationship, *Higher Education, Institutional Autonomy, Private Colleges, State Agencies, State Boards of Education, State Colleges, *Statewide Planning, *Student Financial Aid
Identifiers-*Massachusetts, *Sloan Commission Studies

Higher education in Massachusetts is considered in relation to governance and student financial aid. Growth since 1960, enrollment projections, and changing financial realities are considered. Attention is directed to reorganization of public higher education, including the struggle to strike a reasonable balance between institutional needs for academic independence and state requirements for fiscal control/accountability. The analysis of state financial aid policy considers public/private competition, implications for student access/choice, and compatibility with federal assistance programs. It is recommended that financial aid responsibilities be separated from the Board of Higher Education, that a new Massachusetts Scholarship Commission be created, and that the delivery of all state-funded student aid programs be centralized in the new agency. Suggested broad objectives of Massachusetts' reorganization effort are: to maximize lay control over public higher education; obtain sufficient institutional independence from the governor and legislature to insure academic freedom and avoid the politics of immediacy; develop a comprehensive statewide planning and coordination capacity; and eliminate the rivalry between the Board of Higher Education and Secretary's office for the responsibility of statewide planning and coordination. (SW)

ED 184 435 HE 012 456

Axelrod, Nancy R.
A Guide for New Trustees.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
Pub Date-77
Note-15p.; May not reproduce well due to print color.
Available from-Association of Governing Boards of Universities and Colleges, One Dupont Circle, Washington, DC 20036.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Selection, Board Administrator Relationship, Check Lists, *College Administration, College Faculty, College Presidents, College Role, College Students, Governance, *Governing Boards, Guidelines, Higher Education, *Leadership Responsibility, Policy Formation, Role Conflict, *Role Perception, School Community Relationship, *Self Evaluation (Individuals), *Trustees

Guidelines are given for new governing board trustees to prepare themselves for their responsibilities. Briefly outlined are the trustee's 10 major responsibilities: selection, nurture, and termination of the president; financial support and management; maintenance and expansion of the physical plant; public relations; clarification of purpose; assessment of performance; bridging the gap between community and campus; preservation of institutional independence; court of final appeal; and self-evaluation. These issues and elements of governance are briefly discussed: learning during the first year; background of higher education, and keeping up with current issues; knowing the institution; the issue of policy and administrative roles; delegating authority; faculty and student relations; and assessing one's own performance. A checklist is given for the latter. Suggested reading materials are listed. (MSE)

ED 184 469 HE 012 508

Lopez, Enrique Hank

The Harvard Mystique. The Power Syndrome That Affects Our Lives, From Sesame Street to the White House.

Pub Date-79

Note-237p.

Available from-Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022 ($10.00)

Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Alumni, Bias, College Environment, College Graduates, College Role, Educational Attitudes, Educational Experience, Education Work Relationship, Higher Education, *Institutional Characteristics, Law Schools, *Private Colleges, Relevance (Education), *Reputation, *School Community Relationship, *Status, *Universities

Identifiers-*Harvard University MA

Harvard University's effect on American life is examined through investigation of its pervasive mystique, magnitude of power, fallacies, controversies, and its ramifications on both the national and international scenes. Viewed from its modest beginning in 1638 to the present, Harvard is described as a multinational academic conglomerate, the think-tank of all think-tanks, a power center of astounding impact.'' Chapters examine: the undergraduate college; the Harvard Law School; the golden passport to the future; the graduate school's influence on government; the medical school; economic superstars; Harvard and the CIA elite; Harvard's social scientist; the graduate school of education; the Arab connection at Harvard; special fellows, eccentrics; and who runs Harvard. In conclusion, it is stated that the Harvard mystique is a strong reality that carries a powerful effect on American life. What is left to question is whether Harvard is worthy of the power it possesses. (LC)

ED 184 489 HE 012 554

The Older Student Phenomenon: Planning Ahead.

Southern Association of Colleges and Schools, Atlanta, Ga.
Pub Date-Apr 79
Note-45p.
Available from-Education Improvement Program, Southern Association of Colleges and Schools, 795 Peachtree Street, Atlanta, GA 30308.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adult Learning, *Adult Students, Ancillary School Services, Assignments, Check Lists, College Faculty, *College Planning, *Educational Change, Educational Counseling, Educational Facilities, *Enrollment Trends, Grading, Higher Education, Marketing, Nontraditional Students, Scheduling, School Holding Power, Student Attitudes, Student Characteristics, Student Needs, *Student Recruitment, Teacher Attitudes, Testing

Essays on the growing population of adult students are collected. In a preface, E.T. Godbey highlights some characteristics of this population and the need for institutional changes to accommodate them. In one chapter Martha P. Weatherford describes recent changes in the overall student profile and reasons for the age changes. In a second chapter the same author discusses the resulting necessary changes in the instructional process: projected need for more faculty, changes in teacher tone and patience, and accommodating adult student attitudes in testing, grading, and assignments. Recruitment, marketing, and testing are discussed by Rebecca U. Brechtel. Willie Pierce examines the implications for change: philosophical, academic, and staffing concerns, and changes in recruitment, advising, admissions, registration,

scheduling, physical plant, student services, and retention. A checklist for attracting and retaining the older student is included, as are a questionnaire for Mature Student Information, a list of items to be included in student records, and an Adult Advisement Inventory. (MSE)

ED 184 512 IR 008 106

Final Report from the State Dissemination Capacity Building Project Directors on Priorities and Needs and Including Recommendations toward a Nationwide Dissemination Configuration.

New York State Education Dept., Albany.
Pub Date-2 Mar 79
Note-41p.
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Education, *Information Dissemination, *National Programs, *Needs Assessment, *State Programs, Tables (Data)
Identifiers-*Educational Information Network

The result of the work of the Select Committee on State Dissemination Capacity Building from August 1978 through February 1979, this report deals with the conditions which the directors assume are necessary to the success of a nationwide dissemination configuration, the needs identified by the state through a two-stage assessment process, and the recommendations which the directors have made, based upon the conditions and needs assessment. The recommendations comprise the main body of the report; several recommendations not receiving the consensus of the directors, but recognized by them to be of potential usefulness in the creative design of a nationwide configuration, are included in an appendix. Also appended are 16 suppositions (which may be viewed as recommendations by those interested in the development of the configuration), the results of the needs analysis, the 15 top priorities, the lowest five priorities, and a listing of agencies in terms of major responsibilities. (Author/JD)

ED 184 559 IR 008 242

Park, Rolla Edward

Audience Diversion Due to Cable Television: A Statistical Analysis of New Data.

Rand Corp., Santa Monica, Calif.
Spons Agency-Federal Communications Commission, Washington, D.C.
Report NO.-Rand-R-2403-FCC
Pub Date-Apr 79
Contract-FCC-0271
Note-65p.; For a related document, see IR 008 241.
Available from-Rand Corp., Santa Monica, CA 90406 ($5.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Broadcast Television, *Cable Television, *Commercial Television, Tables (Data), *Television Research, *Television Viewing

A statistical analysis of new data suggests that television broadcasting will continue to prosper, despite increasing competition from cable television carrying distant signals. Data on cable and non-cable audiences in 121 counties with well defined signal choice support generalized least squares estimates of two models: total audience and audience shares. The models are used to simulate the effect of cable on the audience of local stations in a wide variety of situations. In markets with three network stations, for example, the simulations show two percent audience loss due to cable operating under current regulations, seven percent loss in the near term under relaxed regulations allowing carriage of more distant signals, and up to 20 percent loss in the future if cable penetration increases substantially. Losses are greater in smaller markets. Comparison shows these results to be broadly consistent with previous studies. It is a contribution to the Federal Communications Commission's Inquiry into the Economic Relationship between Television Broadcasting and Cable Television.'' A list of references is provided, as well as a description of the data and equations estimated for time periods other than prime time. (Author/JEG)

ED 184 579 IR 008 271

Federal Information Centers; Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date-79

Note-121p.; Not available in paper copy because of small print.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Federal Legislation, *Hearings, *Information Centers, Information Needs, *Information Services

Identifiers-Congress 95th, *Federal Agencies

These hearings on two bills to authorize the permanent establishment within the General Services Administration of a system of federal information centers were held on May 18 and June 23, 1978. The main purpose of these centers is to provide the public with information about the programs and procedures of the federal government. Statements were heard from managers of existing federal information centers, congressional representatives from Texas and California, an officer of the General Services Administration, an officer of the Office of Management and Budget, and others. An executive summary of the federal information center assessment, completed March 22, 1977 and submitted to the hearing record, summarizes the objectives and role of the center, an analysis of current center operations, options for expansion and upgrading, and recommended choices from these options. Other submissions to the hearing are a map of federal information center and tie-line city locations, memos regarding monitoring of telephone calls, and supporting statements from the General Services Administration and the Library of Congress. (SW)

Gosser, Jon And Others
The Effect of Repeated Testing on Long Term Retention and Generalization in a General Psychology Course.
Pub Date-26 Jul 79
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association North Central Region Special Interest Group for Community-Junior College Research (Ann Arbor, MI, July 26, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Colleges, Computer Assisted Testing, Course Objectives, *Educational Testing, *Generalization, Item Banks, *Psychology, Reinforcement, *Retention (Psychology), Scores, Student Attitudes, Teaching Methods, Test Construction, Tests, Two Year Colleges
Identifiers-*Repeated Testing

A study involving four sections of a general psychology course at Delta College (Michigan) was conducted to determine: (1) the effectiveness of repeated, cumulative testing on long-term retention of information; (2) its effect on students' ability to generalize information learned as measured by the College Level Examination Program (CLEP) general psychology test; and (3) students' attitudes toward the repeated testing procedure. Classroom tests that were administered during the course of the semester were constructed by computer from a pool of 7,000 test questions that were keyed to specific course objectives. The three sections (57 students) comprising the experimental group were tested in a cumulative fashion, and the control section (19 students) was given non-cumulative tests. To measure long-term retention at the end of the semester, both groups were given the CLEP test and a comprehensive final examination based upon the question pool. Questionnaires were used to assess students' attitudes. Study results showed that while the experimental groups performed significantly better on the final examination composed of questions from the 7,000 item population, there was no significant difference in the CLEP scores of the two groups. Survey responses indicated students' preference for the cumulative testing procedure. (JP)

ED 184 696 PS 011 336

Moore, Gary T. And Others

Bibliography on Children and the Physical Environment: Child Care Centers, Outdoor Play Environments, and Other Children's Environments.

Wisconsin Univ., Milwaukee. School of Architecture and Urban Planning.
Spons Agency-Office of the Chief of Engineers (Army), Washington, D.C.
Report NO.-UW-SAUP-R79-3
Pub Date-Dec 79
Contract-DACA73-78-C-0005
Note-138p.; For related documents, see PS 011 335-337.
Available from-Publications in Architecture and Urban Planning, Center for Architecture and Urban Planning Research, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201 ($7.50)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Child Caregivers, Child Development, *Day Care Centers, *Design, Developmental Disabilities, Early Childhood Education, *Facility Planning, Family Day Care, Housing, Neighborhoods, *Physical Environment, *Playgrounds

A comprehensive and systematic search was conducted for all literature pertaining to the planning and design of children's indoor and outdoor facilities. Emphasis was placed on compiling a list of empirical and professional literature on child care facilities and outdoor play environments dealing with the following issues: (1) the role of the physical environment in child development and in overcoming developmental disabilities; (2) child care workers and family child care homes; (3) outdoor playgrounds of various types, including adventure playgrounds and comprehensive playgrounds; and (4) the role of the overall housing and neighborhood environment in children's play and development. Additional information on children's environments included children's hospitals, recreation centers, elementary and secondary schools, libraries, housing, zoos, science museums, and designing for handicapped children. Over 1500 items books, reports, and articles are included in this bibliography. (Author/RH)

ED 184 775 RC 011 957

Ground, Mary

Grass Woman Stories. Blackfeet Heritage Program.

Browning School District 9, Mont.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-54p.; For related documents, see RC 011 957-60.

Pub Type- Creative Works (030)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indian Culture, *American Indian Literature, *American Indians, Birth, Cultural Background, Cultural Education, Females, Folk Culture, History, *Legends, Life Style, Marriage, Moral Values, Mythology, Reading Materials, Secondary Education, *Social Values, *Story Telling, Tribes

Identifiers-*Blackfeet (Tribe), Cultural Contributions, Ethnic Heritage Studies Program Act, Oral Tradition

During her lifetime Mary Ground, whose Indian name is Grass Woman, has experienced extreme changes in the life of Blackfeet Indians. Born in 1883, she remembers the travois and teepee days as well as the change to reservation life when the reservation was a fenced compound patrolled by the U.S. military. She has seen the decline in the use of Blackfeet language and ceremonies as well as the recent resurgence of interest in Native American rights and traditions. The 14 stories in this volume, told in her own words, are a blend of customs, folklore, and real-life events. Many of the tales reflect the culture from a woman's point of view. Two stories tell of marriage customs and the procedures surrounding the birth of a child. Other stories tell of magical events and contain elements closely parallel to certain fairy tales of European cultures. In one story a maiden lives in a beautiful land in the sky, but when she digs up a forbidden turnip she must then return to her people on the earth below. A Hansel and Gretel theme predominates another tale in which two abandoned children, a girl and a boy, are about to be eaten by a wicked old woman. Through trickery they manage to escape her and a magic buffalo carries them across a river to safety. In other magical experiences a man lights his pipe from the sun, and a coyote and a bear save the life of a wounded warrior. Other stories are true life stories of events in the tribe and on the reservation. (Author/DS)

ED 184 298 FL 010 689

Sang, Fritz Vollmer, Helmut J.

Allgemeine Sprachfaehigkeit und Fremdsprachenerwerb. Zur Struktur von Leistungsdimensionen und linguistischer Kompetenz des Fremdsprachenlerners (General Language Ability and Foreign Language Acquisition. On the Structure of Performance Dimensions and the Linguistic Competence of the Foreign Language Learner). Diskussions beitraege aus dem Institute fuer Bildungsforschung, No. 1.

Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).
Pub Date-78
Note-67p.
Language-German
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Language Aptitude, Language Research, *Learning Processes, *Linguistic Competence, *Linguistic Performance, *Linguistic Theory, Psycholinguistics, Second Language Instruction, *Second Language Learning

This study investigates the theoretical plausibility and empirical validity of the assumption that all performance in a foreign language can be traced back to a single factor, the general language ability factor. The theoretical background of this hypothesis is reviewed in detail. The concept of a unitary linguistic competence, interpreted as an internalized expectancy grammar of a foreign language learner (Oller), is discussed. What appears in Oller (1976) to be the most convincing evidence for a general ability factor is criticized as a methodological artifact. The data on which the evidence is based are reanalyzed and compared with new research results. It is argued that there is theoretical ground for the assumption of a general language competence as well as more specific skills underlying foreign language learning. The empirical evidence for the existence of a general ability factor and its influence on different modes of language performance is found to be quite convincing but not as clear as Oller asserts. Alternative interpretations for the existence of a strong first factor are taken into consideration. Finally, some implications of the findings for the teaching of a foreign language are discussed. (Author/JB)

ED 184 382 HE 012 156

Naginey, Charles H., Ed. Thomas, Charles R., Ed.

Planning Higher Education Information Systems for the 1980's. Proceedings of the 1979 CAUSE National Conference (November, 1979, Orlando, Florida).

CAUSE, Boulder, Colo.
Pub Date-Nov 79
Note-862p.
Available from-CAUSE, 737 29th Street, Boulder, CO 80303.
Pub Type- Collected Works - Proceedings (021) - Reference Materials - Bibliographies (131)
EDRS Price - MF05/PC35 Plus Postage.
Descriptors-College Administration, Computer Programs, Computers, Data Analysis, Data Collection, Decision Making, Futures (of Society), *Higher Education, Industry, Information Needs, *Information Processing, *Information Systems, *Management Information Systems, *Planning, Technological Advancement
Identifiers-*Information Management

The development, use, and management of information systems in higher education are examined in these proceedings of the 1979 College and University Systems Exchange (CAUSE) National Conference. General sessions deal with computer management to data resource management and institutional perspective for the 1980's. The remaining sessions are divided according to six general areas: management and information systems; development of information systems; use of information systems; small college information systems; vendor presentations; and contributed paper sessions (abstracts). Most of the 50 professional papers are included, such as: Management and Technology in Higher Education in the 1980's (Ronald W. Brady); Office of the Future Today (Rosemary Nash); A Look at Information Processing of the 80's (Allen D. Hoffman); Integrating the Institutional Decision Process (Richard Kreigbaum); The MSA Approach (Management Science America, Jon Gearhart); Query by Example (QBE) (IBM Corporation, John Lattig); Advisement and Graduation Information System (J. Terrence Kelly, Gloria K. Norman, and Richard B. Echinoff); and The Impact of the Growth of the Applications Software Industry and Systems Development in the 1980's (Tim Orwick and John P. Imlay, Jr.). (LC)

ED 184 536 IR 008 211

Ferguson, Chris

Evaluation of the Religion Collection, John Davis Williams Library, The University of Mississippi.

Mississippi Univ., University. John Davis Williams Library.
Pub Date-Dec 79
Note-43p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Books, *College Libraries, *Evaluation, Evaluation Methods, *Library Collections, Periodicals, *Religion, Undergraduate Study

This report described the findings of a collection evaluation that sought to identify the minimum holdings that would be required to adequately support a viable undergraduate religion major, to assess the religion collection from an interdisciplinary viewpoint, and to determine what materials could be weeded out. The report is divided into six parts: (1) the uses and limitations of collection evaluation, (2) the study of religion at Ole Miss, (3) the religion collection, (4) evaluation of book holdings bibliographies applied and findings, (5) evaluation of periodicals bibliographies applied and findings, and (6) the religion collection: present and future. Appended are the table of findings that resulted from using Books for College Libraries as a checklist, the table of findings that resulted from using Berkowitz's Social Scientific Studies of Religion: A Bibliography as the standard, and the periodical findings table that names those periodicals held by the University of Mississippi and included in at least one of these sources: Roger's Humanities: A Selective Guide to Information Studies, Farber's Classified List of Periodicals for the College Library, and Religion Index I: Periodicals. (JD)

ED 184 656 PS 010 720

Field, Dorothy

Justification: Another Look.

Pub Date-31 May 79
Note-14p.; Paper presented at the meetings of the Jean Piaget Society (Philadelphia, PA, May 31, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conservation (Concept), *Error Patterns, *Item Analysis, *Mild Mental Retardation, *Research Problems, Validity, *Young Children

This report analyses justifications gathered in a series of studies which led intellectually normal infants' school and nursery school children and mildly mentally retarded special day school children to acquire conservation understanding. Two hundred and five children were given a pretest of number, mass, length, liquid, and weight conservation. Training groups for non-conservers were formed on the basis of pretest results, mental age and chronological age. Trainees participated in three training sessions given approximately one week apart. All trained children received Learning Set or Verbal Rule training. In a posttest, held approximately one week later, justifications for judgments in the conservation tasks were elicited by asking, How can you tell? Judgments and justifications for all conservation tests were compared. It was found that cases of paired correct judgments and incorrect justifications as well as paired incorrect judgments and correct justifications were well below the level that might have occurred by chance. Justifications given were of several different types (identity, reversibility, compensation, addition/subtraction, perception or other) and, except for addition/subtraction justifications, were similar across all groups of children. Trained children, especially the retarded trained children, were more likely to offer multiple justifications. Additional trials on tasks produced more information and improved some children's chances to conserve successfully. (Author/RH)

ED 184 676 PS 011 307

Stimson, Elizabeth
Come Walk With Me.
Pub Date-Nov 79
Note-8p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Content, Course Descriptions, Day Care Centers, *Early Childhood Education, Home Visits, Infants, Nursery Schools, *Practicums, Preschool Children, *Teacher Education Curriculum
Identifiers-*Bowling Green State University OH

This paper discusses two early childhood education courses offered in the Department of Educational Curriculum and Instruction at Bowling Green State University. Early Childhood Competency I (ECC I) is a course offering sophomores and juniors the opportunity to work on a one-to-one basis with a youngster under the age of three years in the child's own home. Students are required to prepare lesson plans, create at least two games or other instructional aids for their child, share ideas with the parent(s), check out appropriate materials from the Curriculum Resource Library, complete a handbook and have a midterm and a final conference with the instructor. Early Childhood Competency II (ECC II) provides students with the opportunity of working in a day care center or nursery school. Students spend four hours a week in the center for a minimum of 30 contact hours preparing lesson plans, working with small and large groups of children and individuals. (Author/RH)

ED 184 757 RC 011 935

Palma, Alfred J.

Site Guide to Sunken Meadow State Park. Revised.

Long Island State Park and Recreation Commission, N.Y.; New York State Executive Office, Albany.; SCOPE Outdoor Learning Laboratories, Kings Park, N.Y.

Spons Agency-Suffolk Couqty Board of Cooperative Educational Services 3, Dix Hills, N.Y.

Pub Date-78

Note-33p.; For related document, see RC 011 934 and RC 011 936-937.

Available from-SCOPE Outdoor Learning Laboratories/BOCES, PO Box 186, Kings Park, NY 11754 ($2.35 plus postage)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Conservation (Environment), *Ecology, Elementary Secondary Education, Environmental Education, Equipment, *Experiential Learning, Facilities, *Inservice Teacher Education, *Outdoor Education, *Parks, Professional Training, Program Descriptions, Program Guides, *Resident Camp Programs, Services, Summer Programs, Teacher Workshops

Identifiers-SCOPE Outdoor Learning Laboratories, *Sunken Meadow State Park NY

Sunken Meadow State Park provides a year round three-fold ecosystem (marine beach, salt marsh, and wooded upland) of 1,266 acres for Suffolk County (NY) teachers and students to use as a site for outdoor education activities. While teachers can rely on the support of the Outdoor Learning Laboratories' staff for aid in emergencies, for clarifying unforeseeable contingencies, and for providing materials and equipment, teachers are expected to be self-sufficient leaders when bringing students to the Park. Therefore, teachers are required to complete a 30-hour summer inservice instruction program prior to bringing their students to the Park for a day-long class trip during the year. Successful completion of inservice training and implementation of a day-use program qualifies a teacher for participation in week-long residential camp experiences. In addition to detailing the teacher training program, this guide provides teachers with: background information on the formation of the Park and its present day flora and fauna; maps and directions for reaching the Park; safety, first aid, and emergency procedures; conservation practices; and descriptions of available instructional and audio-visual materials, including procedures for their care and storage. (NEC)

ED 184 815 SE 030 298

Riley, Joseph P., II

The Effects of Preservice Teacher's Cognitive Questioning Level and Redirecting on Student Achievement.

Pub Date-Mar 79

Note-13p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (52nd, Atlanta, GA, March 21-23, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, College Science, *Educational Research, *Educational Strategies, Elementary Education, *Elementary School Science, Elementary School Teachers, Higher Education, Preservice Teacher Education, *Questioning Techniques, Science Education

Discussed are the effects that cognitive level of teachers' questions and questioning strategies may have on student achievement. Thirty-two preservice elementary teachers were stratified by the grade they were teaching, either primary (grades 1-3) or intermediate (4-5), and randomly assigned to treatments. Treatment levels consisted of mini-lessons in which questions were asked as follows: only high-level questions, only low-level questions, or a mixture of high and low questions. Questioning strategy was either multiple response questioning, in which the same question was redirected to a number of students, or single response questioning, in which only one response was accepted before asking the next question. Results indicate no significant difference among the three treatment levels on any of the criterion measures, but that redirecting questions is an effective strategy when working with small groups of children. It is further implied that the potency of redirected questioning diminishes as the cognitive demand of questions increases. (CS)

Chinese-Mandarin: Basic Course. Volume VIII: Lessons 80-87.
Defense Language Inst., Monterey, Calif.
Pub Date-Aug 65
Note-238p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.05; accompanying cassettes $6.40)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, Translation, Visual Aids, Vocabulary Skills, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the eighth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in the use and recognition of Chinese characters is emphasized. Instructional materials in the eight lessons include dialogues, grammar analyses, recombination drills, guidelines for translation, vocabulary lists, pictorial aids, and reading and writing exercises. The emphasis of the course is on military science. (JB)

ED 184 361 FL 011 165

Heilenman, Laura K.

A Realistic Look at the Function of Grammar in the Foreign Language Classroom.

Pub Date-79

Note-11p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Communicative Competence (Languages), *Grammar, Language Usage, *Learning Processes, *Second Language Instruction, *Second Language Learning, *Teaching Methods

The role of grammar in foreign language study should be shaped by realistic expectations of what academic study of a second language can accomplish. The temptation to emphasize grammar instruction above all else is reinforced by the patness of grammar instruction, by the measurability of student proficiency in grammar, and by the teacher's own history of learning the language through a grammar-based method. Grammar, on the other hand, must be understood as an outgrowth of language usage which only imperfectly reflects the same. The determination of the place of grammar in the classroom should be based on an awareness of the duality of the conscious monitoring process and the unconscious acquistion process which accompany language learning: the former is amenable to grammar instruction but differs widely from individual to individual; the latter is nearly universal but is not easily dealt with in a classroom situation. Grammar should retain a place in the language classroom because of its value to the student with a strong monitoring system, and because it lends itself to an academic context. A judicious combination of grammar and practice in the target language will not impart total communicative competence, but will prepare the student for future language experiences. (JB)

ED 184 452

Wharton, James H.

Observations on Higher Education in Louisiana: Student Financial Aid and Governance.

Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Oct 78

Note-104p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage

Descriptors-Access to Education, Budgeting, Constitutional Law, Costs, Educational Finance, Federal Government, *Governance, Government School Relationship, *Higher Education, *Institutional Autonomy, Mathematical Formulas, Resource Allocation, *Retrenchment, State Boards of Education, State Government, *Statewide Planning, Student Costs, *Student Financial Aid, Tables (Data)

Identifiers-*Louisiana, *Sloan Commission Studies

Observations are provided on the current state of student financial assistance and governance of higher education in Louisiana, and how these two areas affect broader issues in higher education. Briefly discussed are the history of student aid in the state; changes in tuition and fees; coordination of student aid programs and charges; allocation of resources in relation to student need; the issues of student access and college choice; criteria for awards, including merit; funding by type of institution and program; financial aid in relation to institutional costs; and retention. It is concluded that if access to higher education is seen as the principal reason for financial aid programs, the state needs to provide less indirect aid and more aid in the form of direct awards to students. Historic and present systems of coordination and governance are outlined; budget and appropriations processes are examined. It is noted that Louisiana's higher education governance structure is well established in the state constitution. Because the state is currently committed to maintaining all institutions and justifiable programs, the issues facing the Board of Regents are seen as those of management and finance rather than of academic excellence. It is predicted that institutions will encounter conflicting constraints in the governance structure that may permanently damage the educational process in the state unless the intellectual independence of higher education is assured by government agencies. Some data tables are included. (MSE)

ED 184 600 JC 800 031

Watkins, Karen

Toward Learner-Centered Instruction: Risking Change for Professional Growth.

Pub Date- 79

Note-35p.; Prepared for the Media Systems Series in Creative Teaching.

Pub Type- Guides - Classroom - Learner (051) Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adoption (Ideas), Attitude Change, College Faculty, *Community Colleges, Force Field Analysis, Individual Development, *Individualized Instruction, Individual Power, Learning Modules, *Professional Development, *Psychological Needs, Risk, Security (Psychology), Self Actualization, Teacher Attitudes, Teacher Education, Teacher Improvement, *Teacher Response, Tests, Two Year Colleges

Discussions and accompanying exercises are provided in this two-part learning module designed to help instructors cope with the loss of traditional classroom power and control that may result from the implementation of individualized, self-paced instruction. Part I discusses the key concepts to be learned in the module: Maslow's theory of self-actualization; concepts of risk-taking behavior; McClelland's concept of generative power; and the potential uses of these concepts to enhance personal and professional growth. The text and exercises in this section were designed to enable the instructor to: define self-actualization, list characteristics of self-actualizing people and relate these to the characteristics of individualized instruction, define risk-taking behavior, relate the concept of generative power to individualized instruction, and speculate on the relationship between personal growth and the role changes that are necessitated by individualized instruction. Part II suggests activities which require the instructor to apply the concepts covered in Part I to his/her own experience and teaching. Included in this section are a risk-taking quotient test for instructors who are switching to individualized methods; an analysis of the forces which keep instructors from instituting change; and a power orientation exercise. (JP)

ED 184 638 JC 800 198

Stein, June

Academic Success of Students Carrying More Than the Traditional Full-Time Credit Load at Minneapolis Community College.

Minneapolis Community Coll., Minn.

Pub Date-Feb 80

Note-10p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Academic Persistence, *College Credits, *Community Colleges, Dropout Rate, Educational Counseling, *Full Time Students, *Grades (Scholastic), *Student Attrition, Two Year Colleges, *Two Year College Students

Identifiers-*Student Course Load

Fall 1979 grade sheets for all Minneapolis Community College students carrying 16 credits or more were examined to determine the course completion rates of those students carrying more units than are necessary to complete graduation requirements in six quarters. Grade point averages (GPA's) and the proportion of credits earned to the number of credits attempted were tallied by gender and by whether the student was new or returning. Since concern for student overload had centered in the English department, special attention was given to the grades of those students taking English 95, 101, or 102. Selected results showed that of the 142 students involved in the study, 88 were women and 62% were returning students. A total of 48.1% of the new students and 50% of the returning students completed 91% to 100% of their course work. GPA's averaged almost half a point higher for returning students (2.929) than for new students (2.533). Women fared better than men in both completion rate and GPA. While six of the nine students taking English 95 (a developmental course) did not pass, students in English 101 and 102 achieved a 70% and a 75% success rate, respectively. Only 14.8% of the women and 9.3% of the men registered for the same number of credits or for more credits in the succeeding quarter. (JP)

ED 184 718 PS 011 362

Mahoney, Gerald Petersen, Gail
Maternal Language Classification Scale.
Pub Date-80
Note-43p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Infants, *Language Acquisition, *Measures (Individuals), *Mothers, *Reliability, *Speech Communication
Identifiers-*Maternal Language Classification Scale

This study reports the interrater agreement of the Maternal Language Classification Scale (MLCS), a functional language classification system, developed partly to avoid problems identified with previous scales. The MLCS is a comprehensive system for classifying the functional content of maternal language addressed to children whose mean length of utterance (MLU) does not exceed 3.0. Development of this scale was based on a thorough review of classification schemes used in the mother-child language literature, and on an examination of several videotape recordings of mother-child interaction to identify functional language parameters for which no categories were available. Interrater agreement for the scale was determined on a sample of 12 mother-infant dyads. Children were between 9 and 24 months of age. Audio recordings and a running narration of the stream of behavior were made while the mother and child engaged in spontaneous play in their home. Each maternal utterance was coded according to the MLCS by two independent raters. The overall agreement between raters on over 4,000 utterances was 93%. (Author/SS)

ED 184 739 RC 011 738

Claus, Richard N. And Others
Cooperative Project in American Indian Development. Product Evaluation Report, Title IV, Part A, 1978-79.
Saginaw Public Schools, Mich.
Pub Date-Aug 79
Note-93p.; For related documents, see ED 162 816 and ED 180 707.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, American Indian Culture, *American Indian Education, *American Indian Studies, Cooperative Programs, *Cultural Enrichment, *Curriculum Development, Dropout Research, Elementary Education, *Family School Relationship, Home Visits, Inservice Teacher Education, Parent Participation, Pilot Projects, *Program Evaluation, Staff Development, Tribes
Identifiers-*Michigan (Saginaw), Woodland Indians (Anthropological Label)

During 1978-79, the third year of the three-district Cooperative Project in American Indian Development, three of six objectives were met and three partially fulfilled. On a $58,425 budget, planners successfully increased Indian parents' involvement in the project and conducted two pilot studies. The first, to research the dropout rate of Saginaw American Indians, revealed that 2.94% of American Indian secondary students dropped out, compared with 7.46% overall. The second study, to evaluate the performance of Saginaw Indian students in grades 4, 7, and 10 on the Michigan Educational Assessment Program indicated superior achievement in the early grades, but slight inferiority in grade 10, compared to all students tested. Project planners also successfully conducted 11 Indian Cultural Enrichment sessions for 71 students. Although this represented an increase of 20 over the last year, fewer new students than expected were involved. Objectives concerning improvement and finalization of three Indian curriculum packages were partially met. The grade 6-8 curriculum was not completely updated, but the quality of the finalized K-2 and 3-5 packages was improved. Two planned related inservice sessions were held, but with unfinalized materials. Evaluators recommended closer supervision of home liaison activities and improved cultural enrichment activities. (SB)

ED 184 841　　　　　　　　　　　　　　　　SE 030 457

Wilson, James W., Ed. And Others

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume XIII: Analyses of Reasoning Processes.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-G-8847(MA)
Note-244p.; For related documents, see SE 030 451-458, ED 042 628, ED 042 632-633, and ED 080 382-384
Pub Type- Reports - Research (143) - Translations (170)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Abstract Reasoning, *Cognitive Processes, *Concept Formation, Elementary Secondary Education, Logical Thinking, *Mathematics Education, *Mathematics Instruction, *Problem Solving
Identifiers-School Mathematics Study Group, *Soviet Research, *USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. The analysis of reasoning processes in the learning of concepts or the solving of problems is the theme common to the ten articles in this volume. These articles, except for the first one by Ushakova, were published between 1960 and 1967 and were part of the available literature during a revision of the Soviet school mathematics curriculum. The articles are interesting because of the topics they treat and because of the research styles they illustrate. (Author/MK)

ED 184 341 FL 011 133

Cziko, Gary A. And Others

French Immersion Programs and Students' Social Attitudes: A Multidimensional Investigation. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-Oct 79

Note-17p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S1V6

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biculturalism, *Bilingualism, Cultural Images, Elementary Education, Elementary School Students, *English, *Ethnicity, *French, Immersion Programs, Language Attitudes, Monolingualism, Social Differences, Sociolinguistics

Identifiers-*Canada

Attitudes of four groups of elementary school students toward 10 socially relevant concepts, e.g., self,'' monolingual French Canadians,'' bilingual English Canadians,'' and other areas are studied. Two of the groups were grade five and six English-speaking Canadian Students who had participated in either an early'' or a late'' French immersion program. For purposes of comparison, an otherwise comparable group of English-speaking Canadian students with no French immersion experience was included, along with a group of French-speaking Canadian students in a totally French-language school program. The paired dissimilarity ratings of the 10 concepts were subjected to multidimensional scaling analyses and analyses of variance. The results indicate that while language and ethnicity (French vs. English) were important dimensions along which all four groups judged social similarities, extensive experience with the other group's language (as exemplified here in early'' French immersion experience) led to a reduction in the extensity of the language-ethnicity dimension. It also reduced the differences perceived between self, one's own ethno-linguistic group, and the relevant other ethno-linguistic group. (Author/SW)

ED 184 402 HE 012 409

Dahlstrom, Edmund

Division of Labour, Class Stratification and Cognitive Development. Forskningsrapport No. 61. Report No. 8 from Project Practitioners and Social Scientists.

Gothenburg Univ. (Sweden).

Spons Agency-National Swedish Board of Universities and Colleges, Stockholm.

Pub Date-79

Note-60p.

Available from-National Board of Universities and Colleges, P.O. Box 45501, S-104 30, Stockholm, Sweden

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Access to Education, Democracy, *Higher Education, Information Dissemination, Models, Quality of Life, *Social Class, Social Differences, Social Science Research, *Social Sciences, *Social Stratification, *Vertical Organization, *Work Environment

The larger study of which this research is a part examines the relationship between social scientists and practitioners in the development and dissemination of knowledge through higher education. In this publication the term cognitive development'' is used to refer to the creation and dissemination of knowledge in a field. The concept of the vertical division of labor is examined, especially as it relates to job qualifications and job and life quality. The possibilities for a more equitable distribution of knowledge and responsibility among nonprofessionals are discussed. In a broader view, the role and responsibility of higher education and research in democratization among social classes is addressed. Although economics are an important part of the vertical division of labor now in existence, this structure is found not to be exclusively a capitalist problem. In looking at three models of higher education systems the traditional elite, the technocratic, and the democratic models it is concluded that the last of these is the best for increasing accessibility to knowledge. Social science research in higher education is thus felt to have an important role in improving conditions in working life at all levels. (MSE)

ED 184 419 HE 012 435

White, Geoffrey
National Youth Service and Higher Education Working Paper.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Oct 78
Note-31p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Services, Eligibility, *Employment Opportunities, *Federal Programs, Job Training, Military Service, *National Programs, Public Facilities, Public Service Occupations, *Youth Employment, *Youth Programs
Identifiers-*Sloan Commission Studies

The design of a national service program for youth is discussed. National service can be defined as a program in which all youth, or at least a large fraction, upon reaching some specific age are given the opportunity, and perhaps the obligation, to engage in organized public service military service, community service, or public works for a year or two, at relatively low pay. The common characteristic that distinguishes national service from more convenional youth employment programs is that some level of participation (perhaps only registration) would become the norm, if not for all youth, then at least for some large and well-defined subset of youth, such as all 18-year-old males. The key elements in the design of a national service program would involve: defining eligible participants, designating the program as voluntary or compulsory; determining the length of service and compensation for service; and deciding what services participants would perform. An option in a national service program could be job training, since American youth suffers a high unemployment rate relative to the general population. The form of service for which the most support has been generated is work on a variety of community service and public works projects. Small programs of full-time public service funded by ACTION, an independent federal agency devoted to voluntary service, are noted. The experience of the armed forces in shifting from the draft to an all volunteer force is also dscussed. (SW)

ED 184 436 HE 012 459

Zwingle, J. L.

Effective Trusteeship. Guidelines for Board Members.

Association of Governing Boards of Universities and Colleges, Washington, D.C.
Pub Date-Dec 79
Note-42p.; Best copy available.
Available from-Association of Governing Boards of Universities and Colleges, One Dupont Circle, Washington, DC 20036.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, Administrator Evaluation, Board Administrator Relationship, *College Administration, College Faculty, College Presidents, College Role, College Students, *Governance, *Governing Boards, Higher Education, *Leadership Responsibility, Legal Responsibility, Organizational Effectiveness, *Policy Formation, Role Perception, Self Evaluation (Groups), Self Evaluation (Individuals), *Trustees

In this guide trustees and regents are given a description of the special nature of the task of trusteeship, as well as a convenient guide to critical areas of trustee responsibility. Discussion begins with the problems of academic trusteeship: differences in expectations among interested parties faculty, students, donors, legislators, public officials, parents, alumni, and the press. These issues in governance are outlined: the college as a corporation, the special nature of the academy, policy-making versus administrative functions, the role of the governing board, evaluating trustee performance, attitudes and expectations confronting trustees, pitfalls in trusteeship, and the nature of the trust. Details of the board's operation are discussed: its organization, the need for audits of both financial and overall health of the institution, bylaws, the board meeting, the agenda, responsibilities between meetings, relationships with the college president, presidential evaluation, relationships with faculty and students, faculty and student membership on the board, and relationships with the public. The future of trusteeship is briefly discussed and suggestions are given for bylaws, self-evaluation of boards and board members, and further reading. (MSE)

ED 184 470 HE 012 512

Spikes, W. Franklin, Ed.
The University and the Inner City: A Redefinition of Relationships.
Pub Date-80
Note-191p.
Available from-Lexington Books, D.C. Heath and Co., Lexington, MA ($20.95)
Pub Type- Books (010) - Collected Works - General (020)
Document Not Available from EDRS.
Descriptors-Adult Education, *College Role, *Community Education, Community Schools, Correctional Education, Educational Responsibility, Fine Arts, Graduate Study, *Higher Education, Humanities, Humanities Instruction, *Inner City, Institutional Characteristics, Lifelong Learning, Professional Education, *School Community Relationship, Universities, *Urban Education, Urban Environment

The university and the inner city is examined in this collection of papers. Chapters include: Establishing an Urban Commuter University: The Need for Community (Reynold Feldman and Barbara Hursh); Adult and Community Education: Mobilizing the Resources of the City (Roger Hiemstra); The Arts and Humanities in an Urban Environment (Neil Rudin); Lifelong Learning: Planning for Institutional Change (W. Franklin Spikes); Preparing Professionals: Graduate Education for Lifelong Learning Roles in the City (Robert C. Mason and Paul W. Roloff); The Independent College and the City: Facilitating Mutual Growth (Thomas R. Scott); Cooperative Education: A Learning Strategy for Inner City Youth (Harry N. Heinemann); Joint Educational Project: The University of Southern California's Partnership with the Community (Preston L. Dent); and Prison Education: Picking Up Where Others Failed (Martha H. Brown, Hambir G. Phadtare, and Joseph Travaglini). Each chapter provides references. An index as well as biographical notes about the authors and the editor are provided. (LC)

ED 184 490 HE 012 555

Hawkridge, David G.
Setting Up the Open University. Monograph No. 5.
Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-Dec 76
Note-69p.
Available from-The Open University, Institute of Educational Technology, Walton Hall, Milton Keynes, MK7 6AA, Bucks, England
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Administrative Organization, Awards, Budgeting, Conferences, *Educational History, Educational Policy, Enrollment Trends, External Degree Programs, Federal Aid, Fees, Foreign Countries, Government School Relationship, Higher Education, *Open Enrollment, *Open Universities, Opinions, Organizational Communication, Political Influences, Political Issues, *Public Opinion, Student Costs
Identifiers-*Open University (Great Britain)

An unofficial history is given of the Open University in England. Its intent is to recreate the atmosphere in which the institution was conceived and organized. First the main events of 1963-1969 are summarized. Separate sections are then devoted to events in 1970 and each subsequent calendar year through 1975. Milestones are noted, and the narrative throughout brings in opinions, rumors, and controversy from the press and from academic circles. Timelines highlight the successes and disappointments discussed in the narrative. Enrollment, the budget process, and significant events such as awards, ceremonies, structural administrative changes, government decisions, fee changes, and conferences are noted. A list of references is included. (MSE)

ED 184 513 IR 008 114

Miller, Stuart Wayne

Library Use Instruction in Selected American Colleges. Occasional Papers No. 134.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date-Aug 78

Note-49p.

Available from-University Graduate School of Library Science, Publications Office, 249 Armory Bldg., University of Illinois, Champaign, IL 61820 ($2.00 prepaid, 10% discount on 10 or more of the same title)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Libraries, *Library Instruction, *Library Services, *Library Skills, Program Descriptions, Program Development, *Undergraduate Students

Limited to programs aimed at undergraduate students in American college libraries, this paper describes the development of the concept of library skills instruction and discusses current instructional programs in 13 colleges: Brown, Washington and Lee, Manhattanville, Occidental, Dillard, Dickinson, Oberlin, State University College at Brockport/SUNY, Swarthmore, University of Richmond, Eastern Michigan University, Wabash, and the University of Colorado. The following general patterns in the approach to library instruction are ascertained: (1) a positive relationship may exist between the amount of student library use and library use instruction; (2) course-related instruction enjoys more popularity than separate courses; (3) library instruction requires either more library personnel and/or time specifically allocated for instruction; and (4) in order to receive financial support, librarians must cultivate support among the faculty in their institutions. References and a bibliography are provided. (FM)

ED 184 560 IR 008 245

Westin, Alan F.

Computer Science and Technology: Computers, Personnel Administration, and Citizen Rights. Final Report.

Columbia Univ., New York, N.Y. Dept. of Political Science.

Spons Agency-National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Pub Date-Jul 79

Note-452p.; For a related document, see ED 143 358

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-003-02087-7, $8.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-*Civil Liberties, *Confidential Records, *Data Bases, Data Collection, Data Processing, Federal Legislation, *Personnel Management, *Privacy

Identifiers-Air Force, Bank of America, Civil Service Commission

This study of computer use and privacy issues in personnel administration was conducted through an examination of pre-computer patterns of employer information collection and record-keeping about job applicants, employees, and former employees, noting the prevailing rules of organizational policy and law that governed the use of such data before computerization began; an examination of where and how EDP systems have been used during the past two decades for personnel administration in government, business, and the nonprofit sector; an identification of the impact of EDP uses on employee rights of privacy, confidentiality, and individual access; an analysis of current policy issues involving the use of employee data; and a presentation of alternative policy options for organizational leaders, computer managers, regulatory bodies, legislators, judges, and public interest groups concerned with this field. The study's methodology included an analysis of published literature and reports; interviews with a wide range of organizational managers, systems developers, public-interest groups, and others; a detailed on-site examination of three major organizations (the US Civil Service Commission, US Air Force, and the Bank of America); and a draft-review conference with representative academic experts, organization managers, technologists, and public interest groups. (Author)

ED 184 580 IR 008 272

Federal Laboratory Consortium Resource Directory.

Federal Laboratory Consortium, Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C. Office of Intergovernmental Science Programs.

Pub Date-Nov 79

Contract-NSF/RA-79-0268

Note-158p.; For related documents, see ED 174 255.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Consortia, *Federal Government, *Laboratories, *Sciences, *Technology, Technology Transfer

Intended to assist both the private and public sectors to locate and utilize technological expertise within the federal laboratories, this directory lists the federal laboratories and centers that are affiliated with the Federal Laboratory Consortium and describes the area of technological expertise they can make available to solve problems. This document updates the September 1978 volume by supplying revised pages and new sections with instructions on where to attach the new sheets and which old sheets to replace. The body of the document is organized into five sections: (1) a map that identifies the six geographic regions that comprise the consortium; (2) an alphabetical list of the consortium laboratories, including a detailed listing of the technology application areas that exist at these laboratories and brief descriptions of the specific work that is being done in each area; (3) a list of the member laboratories by geographic region, grouped under the federal department to which they belong and identified by city and state; (4) another geographic listing of the member laboratories, arranged alphabetically under each region by name and including the name of the consortium representative for each, with his address and telephone number; and (5) a general index, listing general application areas alphabetically, under which more specific sub-areas are identified; for each sub-area, the laboratories having that particular expertise are listed by acronym or abbreviation. (Author/JD)

ED 184 697　　　　PS 011 337

Cohen, Uriel And Others

Case Studies of Child Play Areas and Child Support Facilities: Travel and Field Research Report.

Wisconsin Univ., Milwaukee. School of Architecture and Urban Planning.

Spons Agency-Office of the Chief of Engineers (Army), Washington, D.C.

Report NO.-UW-SAUP-R79-2

Pub Date-Aug 78

Contract-DACA73-78-C-0005

Note-415p.; For related documents, see PS 011 335-337. Document contains several pages of photographs that may not reproduce well.

Available from-Publications in Architecture and Urban Planning, Center for Architecture and Urban Planning Research, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201 ($15.00)

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Armed Forces, Child Development, *Children, *Day Care Centers, *Design, Evaluation, Facility Case Studies, Facility Guidelines, Interviews, *Physical Environment, *Playgrounds, Program Descriptions

This report describes and evaluates 50 facilities and settings for play, child care, and early childhood development. Objectives of the research were to (1) sensitize the U.S. Army to the role of the physical environment in child play, care and development; (2) comparatively document and assess a sample of both military and civilian care facilities and play areas; and (3) identify key design features and physical patterns which facilitate child development. Site visits were made at 35 civilian and 7 military locations. Settings were selected to sample regional and climatic variations, new and renovated facilities, specially designed and self-help projects, different facility sizes and budgets, and award-winning facilities. Research methods included architectural inventories, behavioral observations, and focused interviews. Each case study has two parts: children's play areas and child care facilities. Major case studies include basic architectural and user data, a statement of program philosophy, a facility description, study results and an assessment of the facility. The shorter case studies include only basic data, facility description, and brief assessment. Six interviews with specialists are reported. Diagrams and photographs accompany some of the site descriptions. Conclusions are drawn and recommendations made. (Author/RH)

ED 184 795 RC 011 979

Ross, Cathy Fernandes, Roger
Desert Culture Area. Native American Curriculum Series.
Curriculum Associates, Seattle, Wash.
Pub Date-79
Note-24p.; Multi-media kits are available. For related documents, see RC 011 975-978 and RC 011 980.
Available from-Curriculum Associates, 5715 58th Avenue N.E., Seattle, WA 98105 ($3.25 ea., $18.00 per set of all six titles, multi-media kits $350.00 ea., set of all six multi-media kits $1600.00)
Pub Type- Non-Print Media (100) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agriculture, *American Indian Culture, *American Indian Education, American Indian Languages, American Indians, Art Activities, Cultural Activities, *Cultural Background, Cultural Images, Elementary Education, Food, Handicrafts, Housing, Illustrations, *Instructional Materials, Learning Activities, Legends, Life Style, Resource Materials, *Social Studies, Symbolic Language, Tribes
Identifiers-American Indian History, Cultural Contributions, Deserts, Navajo (Nation), Pueblo (People), *United States (Southwest)

One in a series of Native American instructional materials, this booklet introduces elementary students to the history and culture of the Navajo, Pueblo, and other Indian tribes of the southwest desert. Written in simple language, the booklet provides background information, activities, legends, and illustrations. Topics include the climate of the region, farming and hunting activities, the economic importance of corn, religious practices, the southwest tribes' creation legend, the significance of kachinas, the function of the kiva, the use of sand paintings in Navajo healing ceremonies, the distinguishing features of the Navajo language, and the crafts at which desert Indians excelled (weaving, silversmithing, and pottery). Student activities include constructing a model pueblo (directions and patterns are provided); creating a painting to reflect the mood of the Navajo chant, Beauty Way''; and mapping the locations of the 12 southwest tribes. Evaluation questions assess the students' ability to describe the culture of the desert culture area and compare it with the woodland, plains, and coastal Indian cultures covered by other booklets in this series. The text refers to films and books containing related information. (JH)

ED 184 816   SE 030 324

Lunetta, Vincent N. Tamir, Pinchas

An Analysis of Laboratory Activities in Two Modern Science Curricula: Project Physics and PSSC.

Pub Date-Apr 78

Note-19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, Laboratory Experiments, *Laboratory Manuals, *Physics, Science Course Improvement Projects, Science Curriculum, Science Education, *Science Laboratories, Secondary Education, Secondary School Science, *Textbook Evaluation

Identifiers-*Physical Science Study Committee, *Project Physics

In evaluating whether the laboratory guides for Project Physics and for PSSC are consistent with the goals of their designers in demonstrating the interplay between experiment and theory in the development of physics, a system was developed for analyzing physics laboratory investigations, and the laboratory activities in the PSSC Physics Laboratory Guide'' were compared to the Project Physics Course Handbook'' according to the proposed system. All experiments (N 96) in both sources were analyzed with an 18-item task analysis instrument and a 10-item instrument identifying the integration of the laboratory work with other components of the course. Tables listing various comparisons of the two texts are provided. Results confirm that the developed instrument is useful in analyzing physics laboratory manuals and that, although both texts exhibit progress in the development and utilization of laboratory activities, there are deficiencies in the development of experiential awareness of scientific inquiry. (CS)

ED 184 299 FL 010 708

Schlue, Karen

An Inside View of Interlanguage.

Pub Date-Feb 77

Note-8p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977). Figures may be marginally legible. Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, *Discourse Analysis, *English (Second Language), *Error Analysis (Language), Grammar, *Interlanguage, *Language Research, *Second Language Learning, *Self Evaluation (Individuals), Tape Recordings

A learner's awareness of success, failure, and error potential encountered in free speech in a second language was studied with three subjects. The speech of adult learners of English as a Second Language was recorded and replayed to the subjects, who were asked to listen to their utterances and to recall the mental experience that surrounded each utterance. The subjects were asked to use categories to aid in recalling and characterizing their metalinguistic awareness during speech. Recording and self-analysis were carried out on a weekly basis for 10 weeks. A search was then made for grammatical structures that appeared frequently throughout the data. Each example was checked for progress over the 10-week period in the hope of discovering whether a growing awareness of error preceded mastery of the structure. Among the findings are the following: (1) the learners did not recognize 65 percent of their errors, even with the aid of the tape recorder and time for reflection; (2) when the subjects did identify and attempt to correct an error, they were successful in that correction 89 percent of the time; (3) there was a significant difference between learners' recognition of errors while speaking and their recognition of errors upon hearing the tape; and (4) awareness of error just before or just after the moment of speaking resulted in only 8 percent improvement in performance. (SW)

ED 184 362 FL 011 166

Greenewald, M. Jane

Teaching Basic Reading Comprehension Skills.

Pub Date-79

Note-9p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Memorization, *Reading Comprehension, *Reading Instruction, *Second Language Instruction, Second Language Learning, *Teaching Methods, *Vocabulary Development, Vocabulary Skills, *Word Recognition

Because of the positive correlation between vocabulary size and reading fluency in a second language, every effort should be made to increase students' recognition vocabulary. Vocabulary-building techniques include: (1) phonic and morphological analysis of words, (2) cognate recognition, (3) contextual analysis, (4) matching sentence halves and constructing sentences from an unordered string of component words, and (5) developing paragraph comprehension by having students omit extraneous words and sentences. In building students' vocabulary emphasis should be placed on reinforcing newly learned words by using them in a variety of contexts, such as dialogues and classroom games. At every step in the development of reading comprehension, texts should be chosen that can be read with relative ease on the basis of vocabulary previously acquired. (JB)

ED 184 383 HE 012 171

Giving Youth a Better Chance. Options for Education, Work, and Service. A Report with Recommendations of the Carnegie Council on Policy Studies in Higher Education.

Carnegie Council on Policy Studies in Higher Education, Berkeley, Calif.
Pub Date-79
Note-353p.
Available from-Jossey-Bass Inc., 433 California St., San Francisco, CA 94104
Pub Type- Information Analyses (070) - Reference Materials - Directories/Catalogs (132) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, Adolescents, Change Strategies, Community Services, Costs, Disadvantaged, Educational Benefits, *Education Work Relationship, Equal Education, Equal Opportunities (Jobs), Females, Financial Support, Foreign Countries, *Futures (of Society), Higher Education, Position Papers, Postsecondary Education, *Public Policy, Unemployment, Vocational Education, Youth Employment, *Youth Opportunities

Rising youth unemployment has been arousing increasing concern in nearly all the industrial democracies, while it has become more clear throughout the 1970's that prolongation of schooling has brought severe problems of adjustment for young people who are being held in school through a combination of parental and societal pressures, and are not deriving much benefit from it. Discussed here are the ways these problems are being met in other countries. Chapters address these issues: schooling, employment, and community behavior; special problems of young women; sixteen as the school-leaving age; current reform proposals for schooling, employment, and youth service; education for work and work as education; new directions in vocational education; fundamental restructuring of schools; equality of opportunity (access to education); the responsibilities of postsecondary education; costs and methods of financing reform; better paths into labor markets; employment policies for the deprived; current proposals for youth service; a national education fund as a path to self-help; a balance sheet of costs and benefits to society; and responsibilities of the U.S. Congress, the administration, the states, school districts, mayors and city councils, colleges and universities, and foundations. Appended are "Lessons from Other Industrial Countries," a list of Carnegie Council volumes on education and youth employment, participants and observers of international symposia (1976 and 1977), and a list of experts on aspects of youth problems. A bibliography is included. (MSE)

ED 184 537 IR 008 212

Employment and Training Administration (ETA) Glossary of Program Terms and Definitions. Second Edition and Change 1. ETA Glossary Issuances Nos. 2 and 3.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-244p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Abbreviations, *Employment Programs, *Federal Programs, Glossaries, *Program Descriptions, *Vocabulary

The official source of definitions for all the major Employment and Training Administration (ETA) programs, this glossary provides a ready reference and an up-to-date list of ETA program terms and definitions contained in laws, federal regulations, and ETA issuances used by sponsors and various ETA service offices on a daily basis; and identifies terms and definitions which are different for various ETA programs. The programs covered include those activities administered by the Bureau of Apprenticeship and Training (BAT), the Comprehensive Employment and Training Act (CETA), the Job Corps (JC), the United States Employment Services (ES), the Unemployment Insurance Service (UI), the Work Incentive Program (WIN), the Food Stamp Work Registration Program (FS), and ETA's Office of Policy, Evaluation and Research (OPER). The glossary contains the following sections: a description of major ETA programs; a partial list of abbreviations and acronyms; a list of conflicts in terms and definitions as used in ETA programs; and an alphabetical listing of program terms and their definitions. (FM)

Grafton, Clive L. Roy, Daniel D.

The Second-Time Around'' Community College Student: Assessment of Reverse Transfer Student Performance in a University Setting.

Pub Date-Apr 80
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Academic Failure, *Attendance Patterns, College Role, *College Transfer Students, *Community Colleges, Educational Mobility, Grades (Scholastic), Postsecondary Education, Student Adjustment, Student Attrition, Student Motivation, Two Year Colleges, *Universities, Withdrawal (Education)
Identifiers-*Reverse Transfer Students

A study was conducted to determine the effectiveness of community colleges in aiding those students who transfer to a senior institution, fail academically, return to the community college, and then re-enter the senior institution. The study, involving an examination of student records and a survey, centered on three groups: (1) 137 community college students who had returned to their senior institutions after initial failure; (2) 75 reinstatee students who entered the senior institution as freshmen, dropped out with less than a 2.0 grade point average, and later returned; and (3) 57 other returnees who entered the senior institution as freshmen, left with less than a 2.0 average, attended an institution other than a community college, and later returned to the original senior institution. The study revealed that during their initial period of enrollment at the senior institution, community college transfers who failed to meet academic requirements left the university sooner than the other two groups. During their second period of enrollment at the community college, the transfers exhibited a high degree of motivation and earned higher grade point averages than the other groups. Upon return to the senior institution, community college transfers were more able to cope with academic pressures and achieved a higher degree of success than the other returnees. The study report includes 16 data tables. (JP)

ED 184 657 PS 010 931

Oberheu, Howard D.
Aid to Families with Dependent Children 1975 Recipient Characteristics Study: Part I. Demographic and Program Statistics.
Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.
Report NO.-DHEW-SSA-77-11777
Pub Date-Sep 77
Note-90p.; For other parts in this series, see PS 010 729 and PS 010 932-933.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Demography, Differences, *Family Characteristics, Fathers, *Federal Aid, *Federal Programs, *Low Income Groups, Mothers, National Surveys, *Poverty, Regional Characteristics, Tables (Data)
Identifiers-*Aid to Families with Dependent Children

This report, Part I of a three-part study, provides information on the demographic and program characteristics of families who received assistance payments in May 1975, under the Aid to Families with Dependent Children (AFDC) program, including the unemployed father segment. The data were derived from a sample survey which included all states and jurisdictions except Guam. The minimum sample required from each state was one-half of one percent, but states were given the option to submit larger samples computed by specified formulas. Twenty-nine states provided samples large enough for reliable state data to be included in the tabulations. Data are also shown for all 10 Health, Education and Welfare (HEW) regions. Sample data are inflated to represent all families receiving money payments during the study month.

Therefore, the data are subject to sampling variability and, as in all surveys, the figures are subject to errors of response. A brief overview of AFDC in 1975 and changes since 1973 prefaces the 47 tables included in the report. Major categories of data are Assistance History, AFDC Family and Household, Children in the AFDC Family, Mothers of AFDC Children and Fathers of AFDC children. Appendices provide a glossary of selected terms and a discussion of sample design and of data accuracy. (Author/RH)

ED 184 677 PS 011 310

Head Start Supplementary Training/Child Development Associate Program: Workshop II. A Report of a National Conference (San Antonio, Texas, May 17-19, 1978).

University Research Corp., Washington, D.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-Sep 78

Contract-105-77-1037

Note-91p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Competency Based Teacher Education, Early Childhood Education, *Field Experience Programs, *Inservice Teacher Education, Postsecondary Education, *Supervisory Methods, *Teacher Workshops

Identifiers-*CDA, Child Development Associate

This report summarizes the proceedings of the second National Child Development Associate (CDA) Workshop conducted by University Research Corporation with the Administration for Children, Youth and Families (ACYF). The purpose of the workshop was to provide information and assistance to staff from Head Start grantees, educational institutions, and other organizations contracted to carry out CDA competency-based training programs. The central theme of the workshop related to ways of meeting the CDA training criterion for supervised field experience. Major addresses, presentations and panel discussions are included in the report in their entirety. These are: the keynote address by Dr. Lilian Katz on Helping Others Learn to Teach''; an update on CDA by Dr. Jenni Klein, Director of Education Services, ACYF; a panel presentation on issues in CDA field training; an update on the CDA consortium; a brief description of videotape presentations of field training activities at two institutions; and a panel discussion on supervised field experiences. Also included, in the appendices, are a list of the conference participants and transcriptions of several question-answer sessions. (SS)

ED 184 776 RC 011 958

Comes At Night, George
Roaming Days: Warrior Stories. Blackfeet Heritage Program.
Browning School District 9, Mont.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-59p.; For related documents, see RC 011 957-60.
Pub Type- Creative Works (030)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Literature, *American Indians, Beliefs, Child Rearing, *Cultural Background, Cultural Education, Folk Culture, History, Legends, Life Style, *Moral Values, Mythology, Reading Materials, Secondary Education, Social Values, *Story Telling, Tribes
Identifiers-Blackfeet (Tribe), Cultural Contributions, Ethnic Heritage Studies Program Act, Oral Tradition

The history and culture of the Blackfeet people are reflected in the 10 tales that comprise this volume. Because George Comes At Night already has had considerable experience as a writer, little editing was needed for the book and the stories are almost entirely in the words of the 61-year old author. He states that he has written the stories as they were told to him and that the main events really happened and that the main characters actually existed. A number of the stories are concerned with visionary and magical experiences that were accepted as real and so exerted powerful influences on the lives of the individuals directly involved as well as on those lives of other tribal members. In several of these tales warriors are assisted by their secret helpers,'' animals that have come to them in a vision and pledged to help them in all they do. In Mia-Wa, The Hard Luck Warrior,'' a man offends his secret helper and so had many years of hard luck. Not until he fasts for four days does he receive another secret helper and become successful in what he undertakes. In Mik-ka-pi, Red Old Man Adventure,'' a badly wounded warrior is carried on the back of his secret helper, a bear, to his people's encampment. Other stories are tales of warfare: The Last Great Battle of Eagle Head'' tells of a raid made by the author's grandfather on an enemy camp. Three of the stories are short vignettes about teaching bravery to young boys, constructing a sweat lodge, and feasting after a buffalo hunt. (DS)

Chinese-Mandarin: Basic Course. Volume IX: Lessons 88-95.
Defense Language Inst., Monterey, Calif.
Pub Date-Sep 65
Note-247p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.30; accompanying cassettes $6.40)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, Translation, Visual Aids, Vocabulary Skills, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the ninth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in the use and recognition of Chinese characters is emphasized. Instructional materials in the eight lessons include dialogues, grammar analyses, recombination drills, guidelines for translation, vocabulary lists, pictorial aids, and reading and writing exercises. The emphasis of the course is on military science. (JB)

ED 184 491 HE 012 556

College and University Partnership Program 1979 Project Report.
College and Univ. Partnership Program, Inc., Memphis, Tenn.
Spons Agency-Japan - U.S. Friendship Commission, Washington, D.C.
Pub Date-1 Oct 79
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees, Athletics, Conferences, *Cultural Exchange, Educational Objectives, *Foreign Countries, Higher Education, *Intercollegiate Cooperation, *International Educational Exchange, Musicians, Program Descriptions, *Student Exchange Programs, *Study Abroad, Teacher Exchange Programs, Undergraduate Study
Identifiers-*Japan, Japan United States Friendship Commission, Site Visits

During 1978-79 the Japan-U.S. Friendship Commission SPON-BBB17857 provided grant support to the College and University Partnership Program (CUPP) for research and program development to promote the linking of 200 higher education institutions in Japan and the United States for undergraduate student exchange activities. In that year program development focused on three program areas: (1) binational programs, including on-site visitation; (2) formation of the American advisory committee; and (3) the first CUPP conference on Japan-U.S. educational exchange, held at Memphis State University July 29-31, 1979. The activities are described in some detail, with attention given to program goals and processes. The institutions involved, in the United States and Japan, are listed, along with conference participants. (MSE)

ED 184 601 JC 800 038

Improving Student Motivation.

Texas Univ., Austin.
Pub Date-Jun 78
Note-48p.; Prepared for the Media Systems Series in Creative Teaching.
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Change, Attitude Measures, Case Studies, Change Strategies, *Classroom Techniques, *Community Colleges, *Counseling Techniques, *High Risk Students, Learning Modules, *Locus of Control, Mastery Learning, Nontraditional Students, Pretests Posttests, Two Year Colleges, Two Year College Students

Text and accompanying exercises are provided in this two-part learning module that was designed to assist instructors in providing high-risk, non-traditional students with a sense of self-direction and control over their academic progress. Part I discusses the concepts of internal and external locus of control and describes how they correspond to the student's expectancy of success. This section introduces four counseling techniques for developing a self-directing, internal locus of control in a student, discusses the value of mastery learning and learning-oriented instruction, and assesses the importance of commitment by the student and the teacher/counselor to achieving specified objectives related to increasing internality. Additionally, a seven-step, composite counseling strategy is presented that was designed to identify, reinforce, and maintain desired internal orientation. A case study is provided and discussed to illustrate the operation of this counseling strategy. Part II discusses the application of the concepts of locus of control and success expectancy and of change techniques with regard to the classroom situation, and describes the use of the Nowicki-Strickland Scales in identifying externally-oriented students. Learning activities are suggested throughout the module, and pre- and post-tests, a module evaluation form, a locus of control survey, and a bibliography are included. (JP)

ED 184 639 JC 800 199

Little, Robert H. And Others

Panel Discussion Outline: The Vietnam Veterans' Needs and Assessments.

National Assoc. of Veterans Program Administrators, Ogden, Utah.
Pub Date-25 Oct 79
Note-15p.; Speeches presented to the National Association of Veterans Program Administrators Convention (Alexandria, VA, October 25-28, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), Adults, *Ancillary School Services, Community Colleges, Counseling Services, Developmental Studies Programs, Educationally Disadvantaged, Educational Needs, Employment Programs, Employment Services, Equal Opportunities (Jobs), Females, Information Needs, Minority Groups, Outreach Programs, Peer Counseling, Self Esteem, Sex Stereotypes, *Student Organizations, Two Year Colleges, Two Year College Students, *Veterans, Veterans Education

The comments of six panelists are presented as transcribed at a workshop conducted by the National Association of Veterans Program Administrators in order to examine the special needs of Vietnam Era veterans. First, Robert Chapman discusses the employment, counseling, and information needs of disadvantaged veterans, including disabled veterans, veterans with alcohol and drug problems, and incarcerated veterans. Next, Regina Watson examines the problems encountered by minority veterans in seeking employment and describes how peer outreach counseling at community colleges can boost the self-esteem of minority veterans and assist them in receiving necessary developmental education. Brenda Millirons then describes the second-class status of women veterans and calls for the increased participation of women in veterans' programs and organizations. Next, Lee McLeod discusses the special assistance under-educated veterans need to complete their education under the G. I. Bill, and then Walter Lipe explores the role that college veterans' coordinators can play in aiding students in finding employment through state agencies and area industry representatives. Finally, Robert Chapman discusses the Job Opportunity, Political Action, and Welfare Assistance Programs sponsored by the Student Veteran Association at Thomas Nelson Community College, Virginia. (JP)

ED 184 719 PS 011 363

Melson, Gail F.

Peer Relations and Children's Language: Effects of Brief Separations.

Pub Date-Feb 80

Note-16p.; Paper presented at the Annual International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 1-2, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attachment Behavior, *Child Language, Fantasy, *Friendship, Individual Differences, *Influences, Linguistic Competence, Peer Influence, *Peer Relationship, *Preschool Children, Preschool Education

The effects of level of interpersonal attraction (or friendship) on youqg children's language production were examined during a 15-minute play episode, in which 40 pairs of 3-5 year-olds were separated and then reunited. Friendship was measured by a picture sociometric test validated against free play choices. Language measures focused on structure (MLU, number of utterances, and pause length) and contents using a modified form of the Gottman and Parkhurst coding system. Both aspects of linguistic production were affected by friendship and by stage of play episode (initial five minutes, separation, reuqion). In general, separation dampened language, particularly those aspects, such as questions, most dependent upon partner presence, while reunion stimulated language production above baseline levels. Friendship interaqtions showed that children with friends initially engaged in more fantasy play and paused longer between utterances than when with non-friends. Only with friends did fantasy play decline during separation and exceed baseline levels during reunion. In addition, for this group, number of utterances increased during reunion. (Author/MP)

ED 184 758 RC 011 936

Zero, Edward J. Mertz, Gregory
Site Guide to Nissequogue River State Park. Revised.
Long Island State Park and Recreation Commission, N.Y.; New York State Executive Office, Albany.; SCOPE Outdoor Learning Laboratories, Kings Park, N.Y.
Spons Agency-Suffolk County Board of Cooperative Educational Services 3, Dix Hills, N.Y.
Pub Date-78
Note-50p.; For related document, see RC 011 934-935 and RC 011 937.
Available from-SCOPE Outdoor Learning Laboratories/BOCES, PO Box 17, Smithtown, NY 11787 ($2.35)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Botany, Conservation (Environment), Elementary Secondary Education, Environmental Education, Equipment, *Experiential Learning, Facilities, Inservice Teacher Education, *Outdoor Education, *Parks, *Plant Identification, *Program Descriptions, Program Guides, Resident Camp Programs, Services
Identifiers-*Nissequogue River State Park NY, *SCOPE Outdoor Learning Laboratories

Nissequogue River State Park is one of the last large tracts of undeveloped land on Long Island (NY) and is a refuge for organisms displaced by the rapid and extensive growth of suburbia. A reconstructed 120 year old barn and stable house the Outdoor Learning Laboratory which consists of interpretive displays (bird and mammal identification, animal tracks, and the natural history of trees), fresh water aquaria, terrariums, fireplace, contour map, staff offices, curriculum files, and teacher resource center. This site guide describes the history and setting of the Park and Laboratory with accompanying maps and drawings; lists more than 200 species of flora found in the Park during 1977, providing botanical names and growing conditions; and provides Park use instructions including travel directions, hours of operation, safety procedures, first aid reminders, equipment requisitioning procedures, conservation practices, and inservice teacher training requirements for day-use and residential programs. (NEC)

ED 184 842 SE 030 458

Hooten, Joseph R., Ed. And Others

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume XIV: Teaching Arithmetic in the Elementary School.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Grant-NSF-G-8847(MA)

Note-214p.; For related documents, see SE 030 451-457, ED 042 628, ED 042 632-633, and ED 080 382-384

Pub Type- Reports - Research (143) - Translations (170)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Cognitive Development, Computation, Elementary Education, *Elementary School Mathematics, Geometry, *Mathematics Instruction, Number Concepts, Problem Solving, Psychological Studies

Identifiers-School Mathematics Study Group, *Soviet Research, *USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. The authors have done a philosophical and psychological analysis of the special problems of teaching mathematics to children. They first create a psychological construct, then develop techniques that follow. The six chapter titles are: The Psychological and Didactic Principles of Teaching Arithmetic; The Introduction of Numbers, Counting, and the Arithmetical Operations; Instruction in Mental and Written Calculation; Teaching Problem Solving; Geometry in the Primary Grades; and Different Kinds of Pupils and How to Approach Them in Arithmetic Instruction. (MK)

ED 184 453 HE 012 479

Deitch, Kenneth M.

When Does an Increase in the Cost of Education Lead to an Increase in a BEOG? A Note.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-10 Jul 79

Note-15p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490. This draft corrects and supercedes the preliminary draft of April 16, 1979

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computation, Economic Change, Educational Economics, *Federal Aid, Government School Relationship, Higher Education, *Inflation (Economics), Mathematical Formulas, Parent Financial Contribution, *Student Costs, *Student Financial Aid, Tuition

Identifiers-*Basic Educational Opportunity Grants, *Sloan Commission Studies

With the aid of a diagram, an analysis is presented of the circumstances under which a Basic Educational Opportunity Grant (BEOG) award can increase when the recipient's college raises its charges. The starting point for the analysis is a specification of how to compute BEOG awards as a function of the cost of education (COE) and the expected family contribution (EFC). Examples are cited which demonstrate that under some circumstances an institution can have a windfall at the expense of the federal government by raising its charges. However, an unsophisticated attempt to capture that windfall could backfire. (SW)

ED 184 471 HE 012 513

Parker, Franklin, Comp. Parker, Betty June, Comp.

Women's Education A World View. Annotated Bibliography of Doctoral Dissertations.

Pub Date-79

Note-470p.

Available from-Greenwood Press, Inc., 51 Riverside Avenue, Westport, CT 06880

Pub Type- Books (010) - Collected Works - General (020) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies, Career Education, Degrees (Academic), *Doctoral Dissertations, *Females, Higher Education, Home Economics Education, Intellectual Disciplines, Nursing Education, Physical Education, Research Methodology, Secondary Education, *Womens Education, *Womens Studies

U.S. and Canadian doctoral dissertations in English concerning the education of girls and women at all ages and school levels in public and private institutions worldwide are compiled in this annotated bibliography. Included with studies of women in liberal or traditional academic education are those in nursing education, home economics education (family life, domestic science), physical education, and other vocational or career training. Entry is alphabetical by author. Citations include the degree (Ph.D., Ed. D., or other), degree-granting institution, and year, plus an abbreviation indicating the source of information. Full bibliographic data is included except where Canadian university entries and earlier University of Southern California and University of Chicago abstracts omitted pagination and where Xerox University Microfilms, Inc. omitted other numbers. Summaries following each citation attempt to describe the problem, research technique, subjects used in the study, and especially the findings and implications. A subject index is provided. (LC)

ED 184 514 IR 008 154

Schneider, Frederick C.
Public Television in Virginia. Telecommunications Study Commission, Working Paper No. 7.
Virginia State Telecommunications Study Commission, Richmond.
Pub Date-23 Aug 79
Note-18p.; For related documents, see IR 008 153 and IR 008 159
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agency Role, Educational Television, Financial Support, *Government Role, *Public Television, *State Aid, State Programs
Identifiers-*Virginia

This report examines the involvement of the Commonwealth of Virginia in both the support and governing of public television stations. There are seven such stations in the state, operated by four educational television entities; each of these corporations is controlled by a board of directors made up of citizens from the particular area served by the stations. Service levels described include broadcast coverage, programming, and national/state/local goals. Discussions of financial support and management provide an overview of the state's role in these areas. Conclusions reached indicate that the state needs to be more involved in the support and promotion of public television. Two references are cited. (RAO)

ED 184 581 IR 008 273

First Annual Progress Report on the Course-Related Library Instruction Program.

Ball State Univ., Muncie, Ind. Dept. of Library Science.
Spons Agency-Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-79
Grant-NEH/CLR: EH-28970-78-51
Note-37p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries, Federal Aid, Higher Education, Humanities, *Humanities Instruction, *Integrated Curriculum, *Library Instruction, Library Science, *Library Skills, *Teaching Methods
Identifiers-*Ball State University IN

This annual report describes the first year progress of a National Endowment for the Humanities and Council for Library Resources grant funded project for the integration of the teaching of library use into courses in the humanities. The program has experienced a shift away from early efforts to offer specialized instruction in a variety of courses and course sections in the humanities toward development, over several years, of instruction on two levels. The first involves integration of instruction into an English composition course, proceeding to a second level that will involve instructional components keyed to selected courses in the major and minor sequences of various academic departments in the humanities, emphasizing the bibliography and literature of the particular humanities discipline. Two essential factors will determine future prospects for bioliographic instruction at Ball State University: one is the willingness and ability of the department of library service to produce and use various media methods for instruction; the other is the department's success in organizing its range of instruction and orientation activities, especially the CLRI program and the present general instruction service, into a cohesive and unified program. (Author/RAA)

ED 184 740 RC 011 754

Ridgway, John And Others

Parental Involvement in the Migrant Education Program.

Pub Date-17 Oct 79

Note-8p.

Pub Type- Reference Materials (130) · Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Role, Cooperative Planning, Educational Legislation, *Federal Legislation, Federal State Relationship, *Migrant Education, *Parent Associations, *Parent Participation, Parent Role, Parent School Relationship, Parent Teacher Cooperation, Program Development, School Districts, State Departments of Education

Identifiers-Education Amendments 1978, Elementary Secondary Education Act, *Migrant Education Program, Parent Advisory Couqcils, *Program Requirements

Although the Migrant Education Program dates from 1965, parental involvement in it is governed by very recent statutory and regulatory requirements. Current statutory requirements come from the Elementary Secondary Education Amendments (ESEA) of 1978. They concern the establishment of and consultation by State and Local Education Agencies (SEAs and LEAs) with Parent Advisory Councils (PACs), and are in accordance with the detailed ESEA requirements regarding PAC membership, election, meetings, responsibilities, and resources. Parental involvement in the program is further governed by the 1978 Migrant Education Program Regulations, which require each SEA and LEA to establish and consult with a PAC composed of people aware of migrant children's needs. Furthermore, the regulations require the agencies to develop strategies for effective parental project involvement. State reactions to the new requirements have been outstanding. Massachusetts, Oregon, and Colorado in particular are demonstrating their commitment to parental involvement objectives. While advocacy groups want more prescriptive PAC requirements, state and local program administrators do not. Therefore, the program is strengthening several requirements but distinguishing between state and local PACs, and projects of varying lengths. The program asks local projects to provide migrant parents with meaningful PAC involvement, opportunities for volunteerism and employment, and family-centered projects. (SB)

ED 184 817 SE 030 347

Bottinelli, Charles A., Ed. Dow, John O., Ed.

Energy and Energy Conservation Activities for High School Students.

Energy Information Associates, Inc., Littleton, Colo.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.--SPI-78-04527

Pub Date-Apr 79

Note-233p.; Contains marginal legibility in Appendices.

Available from-Energy Information Associates, Inc., 2690 W. Main St., Littleton, CO 80120 ($6.00 plus handling and postage).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Class Activities, Energy, *Energy Conservation, Environment, *Environmental Education, *Interdisciplinary Approach, Mathematics Education, Natural Resources, *Physical Sciences, Science Education, Secondary Education, *Solar Radiation

This manual contains fifteen energy activities suitable for high school physical and environmental science and mathematics classrooms. The activities are independent, each having its own objectives, introduction, and background information. A special section of each activity is written for the instructor and contains limits, sample data, and suggestions for follow-up activities. Most of the activities are analytical or empirical and require students to have completed a second year of high school algebra. (Author/RE)

ED 184 300 FL 010 709

Jones, Rebecca A.

Social and Psychological Factors in Second Language Acquisition: A Study of an Individual. Proceedings of the Los Angeles Second Language Research Forum.

Pub Date-Jun 77

Note-12p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, CA, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (15

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, Coping, *Culture Conflict, Diaries, Immersion Programs, *Indonesian, Psycholinguistics, *Psychological Patterns, *Second Language Learning, *Social Influences, Sociolinguistics, *Stress Variables

The social and psychological factors which affect one person's acquisition of a second language are described in journal format. The psychological factors discussed are: (1) language shock, (2) culture shock, and (3) culture stress. The two social factors examined are both grouped under the term social distance'' but include (1) types of integration patterns of the learner toward the target group, (2) the attitudes of the learner toward the target group, and (3) the perceived attitude of the target group toward the learner. Language shock is manifested in the fear of appearing comic and in the frustration at the inability to express an idea in the target language. Culture shock caused the learner to reject speakers of the target language and the language program itself. However, her test scores indicated increased proficiency. Larsen and Smalley's theory that the second language learner needs a small community of sympathetic people who will help when she is a linguistic and cultural child was borne out in this single experience. (PMJ)

ED 184 321 FL 011 004

Chinese-Mandarin: Basic Course. Volume X: Lessons 96-107.
Defense Language Inst., Monterey, Calif.
Pub Date-Nov 65
Note-298p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.05; accompanying cassettes $4.80)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Audiolingual Methods, Geography Instruction, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, *Translation, Writing Instruction
Identifiers-China, *Dialogs (Language Learning)

This is the tenth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in reading, writing, and translating texts written in Chinese characters is emphasized. Instructional materials in the 12 lessons include dialogues and exercises in reading, writing, and translation. The emphasis of the course is on military science, but other lesson topics include introducing a new book; Chinese geography; Taiwan; Quemoy and Matsu; Hong Kong Kowloon, and Macao; important Pacific islands; and important Chinese cities. (JB)

Schachter, Jacquelyn Rutherford, William
Discourse Function and Language Transfer. Working Papers on Bilingualism, No. 19.
Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Pub Date-79
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Chinese, Code Switching (Language), *Discourse Analysis, *English (Second Language), *Interference (Language), Japanese, Language Research, *Second Language Learning, Structural Analysis (Linguistics), Syntax, *Written Language

Data delimited by the phonology-to-semantics framework of mainstream linguistics are inadequate to account for the subtle influences of first language (L1) upon second language (L2). Unique errors for which there is no L1 correlate are found in samples of written English produced by Japanese and Chinese second language learners. This is due to a variety of language transfer from L1 function to L2 form. In investigating the nature and causes of this variety of transfer, these questions are asked: (1) Does any part of written English that is identifiable as non-native reflect attempts by the learner to match features of English syntax to certain discourse functions? (2) Does this occur especially in cases where such functions are marked differently in the learner's native language than they are in English? (3) Do learner attempts to encode in English the notions topic/comment, theme/rheme, and so on differ from those of a native speaker of English? (4) What syntactic devices do different learners resort to for such purposes? Close study of written discourse will provide answers to these questions and more knowledge about the dynamic processes of language acquisition. (PMJ)

ED 184 363 FL 011 167

Omaggio, Alice C.

Pictures and Reading Comprehension: Some Research Results.

Pub Date-79

Note-12p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Cognitive Processes, French, Illustrations, Language Processing, Language Research, *Pictorial Stimuli, *Reading Comprehension, *Second Language Instruction, *Second Language Learning, Short Stories, *Visual Aids

In order to determine the effect of certain types of pictures on reading comprehension in beginning French, a study was conducted in which six types of pictorial contexts were used as advanced organizers for a test passage. One group of university students was given a text in French, a second group the same text in English, and a third group a set of pictures related to the text. Some members of the first two groups were also exposed to one of the pictorial contexts. The first two groups were given comprehension tests, while the third was asked as a control to construct a story from the pictures. It was discovered that pictorial stimuli had no effect on comprehension in the native language (English). However, comprehension in French was improved by exposure to pictorial stimuli, the degree of improvement depending on which picture was seen. The most helpful picture was a scene from the beginning of the story. These results confirm the long-assumed usefulness of visual aids in second language study, while at the same time indicating the importance of careful consideration in selecting visual aids. (JB)

ED 184 403 HE 012 411

Handbook on Accreditation. Guidelines for Accreditation by Contract.

National Association of Private, Nontraditional Schools and Colleges, Grand Junction, Colo.

Pub Date-80
Note-207p.; Second revision
Available from-NASC-NAPNSC, 1129 Colorado Ave., Suite 320, Grand Junction, CO 81501
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Academic Standards, Accountability, *Accreditation (Institutions), Accrediting Agencies, Check Lists, College Planning, *Contracts, Definitions, Ethics, *Evaluation Criteria, Fees, Glossaries, Guidelines, Higher Education, *Institutional Evaluation, Interviews, *Nontraditional Education, Private Colleges, *Private Schools, Records (Forms), Student Records
Identifiers-Site Visits

Written for the prospective student of a nontraditional educational institution as well as the prospective member institution, this handbook presents an overview of the concept of nontraditional education and the ways the National Association of Private, Nontraditional Schools and Colleges attempts to preserve the quality of that concept through the accreditation process. For the student, it identifies institutional problems relating to accountability in education and the criteria upon which accreditation by the association is based. For the institution, it provides a range of procedures and guidelines for development of improved educational services and results, recognized accreditation, and increased cost-effectiveness. Sections address these topics in detail: objectives and ethics of accreditation; scope and purposes of accreditation; procedures and initial standards for developing an accreditation contract; procedures and culminating standards for the accreditation contract; and developing an action plan. A bilbiography is included. Appendices include: the application eligibility assessment form for the three steps of the accreditation process; the student record checklist; a list of fees and dues; guidelines and questions for interviews conducted by on-site evaluation team members; a form for validity and reliability assessment of policies, procedures, and standards; policy governing requests for reconsideration; the accreditation contract form; and a glossary of terms used in accreditation. (Author/MSE)

ED 184 420 HE 012 436

Spero, Irene K.

Government and Higher Education: A Summary of 21 Institutional Self-Studies.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Jan 78

Note-56p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Records, Affirmative Action, Compliance (Legal), Educational Assessment, *Employment Practices, Equal Opportunities (Jobs), Facilities, *Federal Regulation, *Government School Relationship, *Higher Education, *Institutional Research, Personnel Policy, Privacy, *Research Projects, Safety, Self Evaluation (Groups), Student Financial Aid

Identifiers-*Sloan Commission Studies

A summary of 21 institutional self-studies concerning government and higher education considers the following areas: equal employment, affirmative action, and nondiscrimination; student affairs (student assistance and the Buckley Amendment); research; and safety and health. Brief excerpts from the institutional reports are presented on these issue areas. There seems to be almost universal agreement that federal laws and regulations dealing with nondiscrimination in terms of both sex and minorities, equal employment opportunity, and affirmative action have had more of an impact at the campus level than other types of regulations. The positive aspects of federal student assistance programs are readily acknowledged, but the procedures that direct these funds to the campus come under attack. The Buckley Amendment concerns protection of students against damaging misinformation being placed and retained in their files. While federal support of academic research is a major force in an institution's research capability, federal funding practices are said to discourage the establishment of long-range research plans. The Occupational Safety and Health Act of 1970, which attempts to standardize and enforce safety and health practices, applies to colleges and universities. (SW)

ED 184 437 HE 012 460

Lamont, Lansing
Campus Shock: A Firsthand Report on College Life Today.

Pub Date-79
Note-144p.
Available from-E. P. Dutton, 2 Park Avenue, New York, NY 10016 ($8.95).
Pub Type- Books (010) - Historical Materials (060) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Administrator Attitudes, Campuses, Case Studies, *College Environment, *College Students, Ethics, Grade Inflation, *Higher Education, *Social Change, Social Values, Sociocultural Patterns, *Student Attitudes, *Student College Relationship, Student Teacher Relationship

The findings and impressions of a study conducted by a journalist examining college life in the 1970's are presented. The Ivy League campuses, plus those of Michigan, California, Stanford, and the University of Chicago were involved in the study. Case histories and more than 650 interviews with students, teachers, administrators, and parents led to the conclusions of the report. Chapters discuss: what went wrong in the 1970's; lost civility; crime at the gates; racial distrust; sexual anarchy; careerism; grades; cheating; casualties of the environment; ethics; retrenchment; and ways to remedy the problems. It is suggested that the unrest and turmoil of the 1960's has been replaced in the 1970's by a mood of disillusion, racial antagonisms, crime, sexual tensions, and a general loss of civility. Results of this transformation are seen as rampant careerism, cheating, emotional instability, cynicism, and a flouting of ethics. In conclusion, several possible remedies are offered, such as: committed teaching should be rewarded as a matter of policy; inequities in grading should be reduced, and inflated grades made a punishable offense; the core curriculum should be made solid; and serious efforts should be made to defuse racial tension. A bibliography and an index are provided. (LC)

ED 184 538 IR 008 214

Zachert, Martha Jane K., Ed.
In-Basket Simulation Techniques: A Sourcebook.
Association of American Library School, State College, Pa.
Pub Date-78
Note-73p.; Edited from a workshop, January 20, 1978.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Instructional Materials, *Librarians, *Library Education, *Library Skills, Media Specialists, Professional Continuing Education, *Simulation, Teaching Guides, *Teaching Methods

Intended for teachers of librarians, this guide to the in-basket technique, a simulation teaching method, includes a primer on the use of in-basket techniques, a description of the design of in-basket learning meterials, a bibliography of in-basket exercises, and a bibliography of materials on memo writing. Demonstration materials provided were used in the study of school media center administration, academic librarianship, special library management, learning centers, and the administration of information services. (FM)

ED 184 561 IR 008 246

Cotton, Ira W.

Computer Science and Technology: Measurement of Interative Computing: Methodology and Application.

Spons Agency-National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Pub Date-Jun 79

Note-112p.; Ph.D. Dissertation, George Washington University.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-003-02081-8, $4.00)

Pub Type- Dissertations/Theses - Undetermined (040) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Computers, Input Output Devices, *Man Machine Systems, *Online Systems, *Reaction Time, *Research Methodology

This dissertation reports the development and application of a new methodology for the measurement and evaluation of interactive computing, applied to either the users of an interactive computing system or to the system itself, including the service computer and any communications network through which the service is delivered. The focus is on the performance of the user and the system in individual interaction sessions with the basic data of interest being the number and rate of characters sent by user and system, and latencies or delays prior to and during transmission by either party. Analysis of the data consists of grouping according to two independent criteria: maximum operating line speed of the terminal and type of application. The data are grouped according to these criteria and cumulative frequency distributions are computed for each of 14 parameters of the model. Non-parametric tests are used to determine the significance of differences in the distributions of different sets of data. The methodology itself is the major contribution of the study, providing a quantitative way to investigate a variety of phenomena associated with interactive computing. The most interesting specific finding from the data collected is the increase in output data length as the terminal speed increases. (Author/RAO)

ED 184 621 JC 800 172

The Coming Drop in the Number of High School Graduates and Some Implications for the VCCS.

Virginia State Dept. of Community Colleges, Richmond.
Pub Date-Jul 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attendance Patterns, College Bound Students, *Community Colleges, *Declining Enrollment, *Enrollment Projections, Enrollment Rate, *Enrollment Trends, *High School Graduates, State Colleges, State Surveys, Trend Analysis, Two Year Colleges
Identifiers-*Virginia

A study was conducted by the Virginia Community College System (VCCS) to determine VCCS first-time enrollment projections for recent high school graduates in the face of estimated decreases in the number of high school graduates from 1980 through 1985. The projections were determined by an analysis of Virginia Department of Education graduation and graduate status estimates and an examination of VCCS historical patterns for first-time enrollment of high school graduates for 1975 through 1978. Study findings indicate that approximately 15% of Virginia's high school graduates enroll in a community college in the fall immediately following their graduation. Another 3% enroll the following fall, 2% in the next fall, and 1.6% in the fall three years following high school graduation. Given a continuation of these trends, estimated decreases in the number of high school graduates could mean that there will be 16% fewer same-year graduates entering VCCS in Fall 1985 than in Fall 1979. While on an average, VCCS has drawn approximately 29% of its enrollment from new high school graduates, dependence on this group ranges from 40% to less than 20% from college to college. The study report provides data tables illustrating the enrollment of recent high school graduates at each of the VCCS colleges for 1975 through 1978. (JP)

ED 184 658 PS 010 932

Oberheu, Howard D.

Aid to Families with Dependent Children 1975 Recipient Characteristics Study: Part 2. Child Support Enforcement.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report NO.-DHEW-SSA-78-11777

Pub Date-Jan 78

Note-29p.; For other parts in this series, see PS 010 729 and PS 010 931-933.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Demography, Differences, *Family Characteristics, *Federal Aid, *Federal Programs, Financial Support, Law Enforcement, *Low Income Groups, National Surveys, *Parent Responsibility, *Poverty, Regional Characteristics, Tables (Data)

Identifiers-*Aid to Families with Dependent Children, Child Support

This report on child support enforcement among Aid to Families with Dependent Children (AFDC) recipients in May, 1975, is Part II of a three-part broad study of recipient characteristics. Part I provides demographic and program statistics; Part III offers data on the financial circumstances of AFDC families. The data were derived from a sample survey which included all states and jusisdictions except Guam. The minimum sample required from each state was one-half of one percent, but states were given the option to submit larger samples computed by specified formulas. Twenty-nine states provided samples large enough for reliable state data to be included in the tabulations. Data are also shown for all 10 Health, Education and Welfare (HEW) regions. Sample data are inflated to represent all families receiving money payments during the study month. Therefore, the data are subject to sampling variability and, as in all surveys, the figures are subject to errors of response. A brief overview of child support enforcement in 1975 prefaces the 10 tables included in the report. Appendices provide a glossary of selected terms and a discussion of sample design and of data accuracy. (Author/RH)

ED 184 678 PS 011 317

Ritter, Virginia F. Ritter, John M.

All Children Are Gifted....

Pub Date- 79

Note-18p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Change, *Educational Objectives, Elementary Secondary Education, *Gifted, *Individualized Instruction, *Individualized Reading, *Inquiry, Learning Activities, *Open Education, Teacher Characteristics, *Teaching Methods

All students are gifted in some special way. Today's classrooms must be individualized so well that, as teachers, we really know our students and their most effective patterns of learning, realizing that cognitive and affective learning are equally important. If individual children are to approach their potential in giftedness, in whatever area, they must be allowed and encouraged to pursue topics of vital concern to them personally. A classroom open to real learning must include a wide variety of opportunities for children to express themselves in all areas and in an environment in which they can take risks, knowing that their efforts are respected and valued. Gifted students should be allowed to select the books they read and be given the chance to spontaneously discuss what they have read. All learning is the result of inquiry or some related inquiries that provide answers to questions. Alert teachers will introduce inductive and deductive modes of problem solving in daily activities in each subject area, seek out the general and special needs of learners and suggest inquiry models for each need. Teachers for the gifted should understand and employ new techniques based on inferential intuitive processes, values and needs as motivating essentials, conceptualization, hypotheses, perceptual cues, classification and discrimination. We are in dire need of an overhaul of our educational objectives and structures. Schools should be opened so that seekers of all kinds of knowledge may benefit from the educational setting. (Author/RH)

ED 184 698 PS 011 338

Wolf, Fredric M. Chandler, Theodore A.

Ability, Affect, and Children's Out of School Activity and Interest Preferences.

Spons Agency-Phi Delta Kappa, Kent, Ohio.
Pub Date-Apr 80
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability, Achievement, *Attitudes, *Children, Creative Thinking, Elementary Education, Intelligence, *Interests, *Locus of Control, Parent Child Relationship, Peer Relationship, *Recreational Activities, Recreational Reading, Television Viewing

This study examined the relationships between fourth graders' performance on two intelligence, eight achievement, three creative thinking, three attitude, and two locus of responsibility scales and their self-reported out of school preferences for activities involving (1) peers, (2) television, (3) radio, (4) adults or parents, (5) reading, and (6) something other than the preceding five activities. Because of absenteeism and/or failure to respond to all items, data for 42 to 52 children were used for statistical analyses. Findings showed that fourth graders who expressed a high preference for watching television perform more poorly on measures of non-language IQ, language and arithmetic achievement, locus of responsibility for achievement successes and failures, and attitudes toward school. Children who liked to spend time with peers or listening to the radio expressed lower internality and negative attitudes. Those who preferred to spend their out of school time reading or with adults, however, expressed higher internality and more positive attitudes. Playing with peers was clearly the most preferred non-school interest, while reading was least preferred. (Author/JMB)

ED 184 720   PS 011 364

Braunwald, Susan R.
Egocentric Speech Reconsidered.
Pub Date-Feb 80
Note-14p.; Paper presented at the Annual Meeting of the Interdisciplinary International Conference (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, *Children, *Developmental Stages, *Egocentrism, *Language Usage, Models, *Speech Communication
Identifiers-Piagetian Theory, Vygotsky (Lev S)

A range of language use model is proposed as an alternative conceptual framework to a stage model of egocentric speech. The range of language use model is proposed to clarify the meaning of the term egocentric speech, to examine the validity of stage assumptions, and to explain the existence of contextual variation in the form of children's speech. The basic premise of this approach is that four forms of speech private, social, egocentric, and socialized coexist developmentally. Illustrative examples of each form of speech are given from tape recordings of natural conversations of the author and her daughters over a 5-year period (J. aged 4 to 9, and L. aged 1 to 6). The fundamental developmental assumption of a range of language use approach is that competence is a function of the interplay between a speaker who possesses certain intrinsic abilities and a context of language use that exerts specific demands on these abilities. It is assumed that there are developmental differences between adults and children in the range of contexts in which each can use language effectively. The distinctions between egocentric and private speech, and between social and socialized speech, provide a conceptual basis for resolving the interpretative controversy that resulted from the fusion in Piaget's 1926 theory of egocentric speech of the social-motivational and cognitive sources of breakdown in children's interpersonal communication. (Author/SS)

ED 184 777 RC 011 959

The Blackfeet: Five Viewpoints. Blackfeet Heritage Program.
Browning School District 9, Mont.
Spons Agency-Browning Johnson O'Malley Committee, Mont.
Pub Date-78
Note-70p.; For related documents, see RC 011 957-60.
Pub Type- Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-American Indian Culture, *American Indian Education, American Indian Reservations, *American Indians, Boarding Schools, Chronicles, *Cultural Background, Day Schools, Demography, *Federal Indian Relationship, Federal Legislation, Government Role, *History, Life Style, Parochial Schools, Public Schools, Secondary Education, *Treaties, Tribes
Identifiers-*Blackfeet (Tribe), Bureau of Indian Affairs, Ethnic Heritage Studies Program Act, *Tribal Government

The past and present of the Blackfeet Tribe are the subject of the five essays in this document. Written by young tribal members, the essays are intended for readers unfamiliar with the tribe. The first essay, Before the Reservation'', is an introduction to the early history and life style of the tribe, including its migration to the Great Plains over 300 years and subsequent rise to power as the most formidable and warlike people on the Northwestern Plains.'' The second essay explores treaties and agreements with the U.S. government, Executive orders and proclamations, and the 21 Acts of Congress affecting the Blackfeet Reservation. Three pages of maps show the diminishment of tribal lands from the wide extent of those territories held by the Blackfeet at the height of their power in 1851 to the area within the boundaries of the present day Reservation. The third essay, on tribal government, describes past and present political organization with particular attention directed to the functions of the Tribal Business Council. The fourth essay, Education,'' begins with a description of the earliest mission schools of the mid 1800s and ranges through all of the different types of schools operated on behalf of the tribe, including the four schools presently operating on the reservation. The final essay gives an overview of the Tribe, quickly summarizing its past history and then moving into conditions on the reservation today (government, demographic data, educational system, housing, health, religion). (DS)

ED 184 796 RC 011 980

Ross, Cathy Fernandes, Roger

The Way It Is Today. Native American Curriculum Series.

Curriculum Associates, Seattle, Wash.

Pub Date-79

Note-33p.; Multi-media kits are available. For related documents, see RC 011 975-979.

Available from-Curriculum Associates, 5715 58th Avenue N.E., Seattle, WA 98105 ($3.25 ea., $18.00 per set of all six titles, multi-media kits $350.00 ea., set of all six multi-media kits $1600.00)

Pub Type- Non-Print Media (100) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Culture, *American Indian Education, American Indians, Citizenship, Cultural Activities, *Cultural Awareness, Cultural Background, Elementary Education, *Ethnic Stereotypes, Federal Indian Relationship, Food, Illustrations, *Instructional Materials, *Leaders, Learning Activities, Linguistic Borrowing, Population Distribution, Resource Materials, Social Studies, Treaties, Values

Identifiers-Bureau of Indian Affairs, Cultural Contributions, Fishing, George (Chief Dan), Sainte Marie (Buffy), Tallchief (Maria), Whitebear (Bernie)

The final issue in a series of Native American instructional materials, this booklet for elementary students discusses contemporary Indian leaders and issues, the survival of traditions, and the effects of Indian stereotyping. Designed to help students understand the problems that have faced Native Americans since the first Europeans settled on Indian homelands, the booklet provides a variety of background information, illustrations, class activities, and discussion questions. Topics include Indian values, value conflicts between Indians and non-Indians, present day Indian life styles, the role of the BIA, stereotypes, foods and place names of Indian origin, treaty rights, and fishing rights in particular. Student activities include identifying Indian stereotypes in literature and advertising and role playing the parts of Seminole leader Osceola and Captain Gaines, who was charged with removing the Seminoles from their Florida homelands to Oklahoma. Students are asked to imagine and describe their reactions if their own culture were outlawed by modern invaders. The final section briefly describes the lives and contributions of four contemporary Indian leaders Maria Tallchief, Bernie Whitebear, Chief Dan George, and Buffy Sainte-Marie. The text refers to books, films, and periodicals containing related information. (JH)

ED 184 384 HE 012 244

Messina, Antoinette J.

An Evaluation of the Undergraduate Curriculum in Business Administration at Seton Hall University.

Pub Date- 79

Note-7p.; Excerpt from a doctoral dissertation, Graduate School of Education, Rutgers University. Best copy available.

Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, Alumni, *Business Administration Education, *College Curriculum, College Faculty, *Course Evaluation, *Curriculum Evaluation, Department Heads, Educational Assessment, Higher Education, Instructional Improvement, Participant Satisfaction, Professional Education, Questionnaires, Student Attitudes, Student Needs, Student Reaction, Teacher Attitudes, Teacher Effectiveness, Teacher Response, *Undergraduate Study

Identifiers-*Seton Hall University NJ

The undergraduate curriculum of the Stillman School of Business at Seton Hall University, New Jersey, was evaluated. The objective was to ascertain views of the curriculum of 246 senior students of the class of 1977, 187 alumni of the class of 1976, 45 faculty members, and 6 chairmen. Open-ended questionnaires were administered to the six department chairmen; closed-ended ouestionnaires plus requests for comments were administered to students and alumni, who were asked to rate each course and various aspects of the curriculum on a three-point scale. A majority of senior students and first-year alumni evaluated the curriculum as only of average or limited effectiveness. A need for increased teaching effectiveness, consistency and better integration of course work, relevancy, workstudy/internship program, application of theoretical concepts, increased computer usage, consistency of grading and examination practices, and improved course counseling and placement was identified from student and alumni responses. Faculty members and chairmen were generally satisfied with the curriculum. It is concluded that there is a need to provide for a more coherent program of business education and general education rather than distribution requirements, free electives, and disjointed required courses in the business core. (SW)

ED 184 454 HE 012 480

Wellesley College Case Study for the Sloan Commission on Government and Higher Education.
Wellesley Coll., Mass.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-30 Sep 77
Note-53p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Records, Affirmative Action, Age Discrimination, Capital Outlay (for Fixed Assets), Case Studies, *Civil Rights, Educational Finance, Federal Aid, Federal Legislation, *Federal Regulation, Government Role, *Government School Relationship, *Higher Education, Institutional Research, Minority Groups, Operating Expenses, Private Colleges, Safety, Self Evaluation (Groups), Sex Discrimination, *Student Financial Aid, Work Environment

Identifiers-*Sloan Commission Studies, *Wellesley College MA

The impact of government legislation and regulation on Wellesley College in Massachusetts is analyzed. The impact of federal aid on the economics of the college is considered in terms of capital resources and operating resources. The analysis also considers the effects of government legislation and regulation on capital costs, first-time implementation costs, and continuing operating expenses. The influence of government programs on the character and the philosophy of the college is also considered. Two highly visible areas of college/government relations are student financial aid and civil rights. Civil rights issues include: affirmative action and minority employment, sex discrimination, the Buckley Amendment (student records), age discrimination, and research on human subjects. Other legislation and regulations affecting higher education concern copyrights, the Higher Education General Information Survey, occupational safety and health, tax reform, gifts of stock to colleges, the Comprehensive Employment and Training Act (CETA) program, and fair labor standards. Various college officials' assessments of these issues are presented. (S)

ED 184 492 HE 012 557

Carter, Virginia L., Ed. Garigan, Catherine S., Ed.
CASE Planned Giving Ideas. The Best of CASE CURRENTS.
Council for Advancement and Support of Education, Washington, D.C.
Pub Date-79
Note-36p.; Charts may not reproduce clearly.
Available from-Publications Order Dept., Council for Advancement and Support of Education, Box 298, Alexandria, VA 22314 ($9.50; 10 or more $7.00)
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Characteristics, Administrator Education, Alumni, *Educational Finance, Endowment Funds, Estate Planning, *Fund Raising, Higher Education, Income, Interpersonal Competence, Marketing, Nonprofit Organizations, *Private Financial Support, *School Business Officials, Taxes, *Trusts (Financial), Volunteers
Identifiers-Charitable Trusts, *Deferred Giving, *Donors

Collected are articles by planned giving (deferred giving) experts on institutional commitment, policies, and programs to encourage various types of gifts to higher education institutions: bequests, unitrusts, annuity trusts, charitable income trusts (lead trusts), pooled income funds, gifts of land and so on. A major article covers how to hire and train planned giving officers, and another discusses tax developments and their impact on planned giving. A second part deals with relationships crucial to success of the deferred giving program: relationships with prospects, the donor's advisers, volunteers, campus business officers, and professionals in estate planning. The collection

consists of articles from CASE Currents,'' a bulletin of the Council for Advancement and Support of Education. Authors include Norman S. Fink, William B. Dunseth, Harvey Devries, Karen Grabow, Jane Stuber, J. Robert Sandberg, Charles W. Patterson, III, Linda J. Thoren, David W. Clark, James R. Bergdoll, Charles W. Collier, Robert L. Kaiser, Duncan Hartley, Roger Thaler, Bruce W. Flessner and John S. Ryan, and James Stevens. (Author/MSE)

ED 184 515 IR 008 166

Wartella, Ellen

Children and Television: The Development of the Child's Understanding of the Medium.

Spons Agency-Federal Commuqications Commission, Washington, D.C.
Pub Date-79
Note-67p.; Legibility of the bibliography varies
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences, Child Development, *Children, *Cognitive Development, Marketing, *Programing (Broadcast), *Television, *Television Commercials, Television Research
Identifiers-Piagetian Theory

This review of the current state of research on how children make sense of television and its content examines age-related differences in children's interpretations of television entertainment content in general, and advertising content in particular. A brief analysis and description of the fundamental principles of cognitive development theory are offered in section one, including a brief review of crucial terms, assumptions, and characterization of the changing cognitive skills available to children, as well as a critique of cognitive development theory with emphasis on the work of Piaget. Section two reviews the growing literature on children's information processing of television dramatic program content. The discussion in the next section focuses on several pragmatic questions regarding children's understanding of the purpose of television and their information processing of advertising content. The paper concludes with an

explanation of some of the possible policy options which seem unwarranted by the preceding review. (Author/CMV)

ED 184 539 IR 008 215

Libraries and Learning Resources, 1979-80. Planning Guide, ESEA IV. Part B.
New York State Education Dept., Albany. Bureau of School Libraries.
Pub Date-79
Note-66p.; For related document, see ED 162 652.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Resources, Federal Legislation, Learning Resources Centers, *Library Acquisition, Library Planning, Program Development, *School Libraries, *State Departments of Education, *State Federal Aid

This handbook provides local educational agencies with the necessary information and instructions for participation in Part B of Title IV of the Elementary and Secondary Education Act (ESEA), which authorizes assistance for the purpose of acquiring school library resources and printed instructional materials to be used by children and teachers in public and nonpublic schools, and for the acquisition of equipment and materials suitable for instructional use in academic subjects. An application for funds under Title IV B is included with instructions for its completion. A program overview describes recent changes in the ESEA program, the allocation formula, an allocation notice, agencies receiving allocations, consortium projects, use of Title IV B funds, applying for those funds, planning, maintenance of effort, participation of nonpublic school children, selection of library resources, eligible and ineliglble expenditures, monitoring and evaluation, the administration of acquisitions, and fiscal guidelines. (FM)

ED 184 602 JC 800 051

Mink, Oscar G.

From Here to Internality: A Function of Learning Groups in the Community College Classroom.

Pub Date- 79

Note-81p.; Prepared for the Media Systems Series in Creative Teaching.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives, Change Strategies, *Classroom Techniques, Community Colleges, Group Activities, Group Dynamics, Group Experience, *Grouping (Instructional Purposes), Group Membership, *Group Therapy, *High Risk Students, Informal Leadership, Learning Modules, *Locus of Control, *Performance Contracts, Pretests Posttests, Student Attitudes, Student Role, Teacher Improvement, Teacher Role, Two Year Colleges

Identifiers-Internality Externality, *Reality Therapy, Rotters Social Learning Theory

This two-part learning module was designed to acquaint community college instructors with the use of group reality therapy and learning contracts in the promotion of self-awareness and self-determination among high-risk students. Part I discusses the social concept of behavioral change and describes how internal/external counseling can be incorporated within learning groups to reinforce the student's sense of self-control over his/her academic achievement. Included in this section are: (1) a discussion of the criteria necessary for pair and group formations; (2) examples of get-acquainted exercises to be used at the beginning of group activities; (3) criteria for good group leadership; (4) an examination of the psychology of internal and external loci of control; (5) examples of external to internal shift strategies in which student progress is monitored through individualized learning contracts by group peers; and (6) a discussion of instructor attitudes that are essential to group success. Part II presents suggestions for the use of this group therapy in the classroom and provides ground rules for learning groups, criteria for effective behavioral contracts, and strategies for encouraging participation within the group. The module includes pre- and post-tests, exercises, and a bibliography. (JP)

ED 184 640 JC 800 203

Hunt, W. Kevin And Others

Impact of Female Enrollment on an Urban Institution.

Pub Date-10 Apr 80
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Education, *Community Colleges, Engineering Technology, *Enrollment Trends, *Females, Full Time Students, Industrial Education, Liberal Arts, Majors (Students), Males, Multicampus Colleges, Nontraditional Occupations, Part Time Students, Public Service Occupations, Science Education, Technical Education, Trend Analysis, Two Year Colleges, *Two Year College Students, Urban Education

Computer files containing enrollment data for an urban, multi-campus community college for Fall 1972 and Fall 1978 were examined as part of a longitudinal study to determine: (1) enrollment trends of male and female students; (2) enrollment trends of male and female students for selected curriculum areas (Arts, Business Technology, Engineering/Industrial Technology, Public Service Technology, and Science); (3) trends in female enrollments in non-traditional curricular areas; and (4) whether male/female enrollment shifts were caused by increasing numbers of new female students or by returning female students. Major findings indicated that while college-wide male enrollments rose 204% from 1972 to 1978, female enrollments rose 492% in the same period. The enrollment rate of females classified as returning students increased even more (688%), and the proportion of returning students who were females rose from 25% in 1972 to 45% in 1978. Curriculum data showed that only Business Technology did not have a significant change in female enrollments, and that the proportion of females in non-traditional curriculum areas remained constant. The proportion of full- and part-time female students to their respective male counterparts increased significantly from 1972 to 1978, except for Business Technology students, and part-time Engineering/Industrial female students. Data tables are provided throughout the document. (JP)

ED 184 759 RC 011 937

Palma, Alfred J.

Site Guide to Connetquot River State Park. Revised.

Long Island State Park and Recreation Commission, N.Y.; New York State Executive Office, Albany.; SCOPE Outdoor Learning Laboratories, Kings Park, N.Y.
Spons Agency-Suffolk County Board of Cooperative Educational Services 3, Dix Hills, N.Y.
Pub Date-78
Note-37p.; For related document, see RC 011 934-936.
Available from-SCOPE Outdoor Learning Laboratories/BOCES, PO Box 186, Kings Park, NY 11754 ($2.35 plus postage)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conservation (Environment), Elementary Secondary Education, *Environmental Education, Equipment, *Experiential Learning, Facilities, *Inservice Teacher Education, *Outdoor Education, *Parks, Plant Identification, *Program Descriptions, Program Guides, Resident Camp Programs, Services, Zoology
Identifiers-*Connetquot River State Park NY, SCOPE Outdoor Learning Laboratories

The clean and plentiful waters of the Connetquot basin's ponds, streams and marshlands have nurtured an extraordinarily rich ecosystem which has always been prized by both Native Americans and subsequent immigrants to this country. Since 1973, 3,476 acres have been preserved as Connetquot River State Park. To aid elementary and secondary teachers in utilizing facilities and services of the Park and the Outdoor Learning Laboratory, this guide lists some of the flora and fauna seen in the Park during 1978 (over 170 species of wildflowers, more than 200 species of birds, 24 species of reptiles and 16 species of fish); describes the natural history of the area; provides a travel map and directions for reaching the Park, emergency and staff telephone numbers, and safety instructions; outlines conservation practices and conduct guidelines for teachers, students and parents; and details the teacher participation inservice training requirements and opportunities. (NEC)

ED 184 818 SE 030 349

Blosser, Patricia E.
Review of Research: Teacher Questioning Behavior in Science Classrooms.
ERIC Information Analysis Center for Science, Mathematics, and
Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0004
Note-52p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State
University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75).
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Research, Elementary Secondary Education, Higher
Education, Inservice Education, Preservice Teacher Education,
*Questioning Techniques, *Research Reports, *Science Education,
*Science Teachers, *Teacher Behavior

Selected for this review are dissertations and other research reports related to science teacher questioning behavior, with particular emphasis on those studies designed to help teachers change their questioning behavior. Summarizing the section on observational studies (N 11), the author concludes that science teachers appear to function primarily at the level of cognitive-memory thinking operations in their questioning behavior, regardless of educational level taught. The section on experimental studies clusters research for preservice (1) elementary teachers (N 11), (2) secondary teachers (N 9), and (3) college teachers (N 2). It appears more possible to help preservice elementary teachers than secondary or college teachers improve their questioning behavior. Reviews for inservice elementary (N 3) and secondary (N 3) teachers indicate that elementary school science teachers' questioning behavior can change, in some instances, and that different points of view relative to questioning are provided by the research dealing with secondary school science teachers. Also reviewed are four experimental studies focusing on wait-time. An additional section reviews the research, clustered by question category systems used, length of instructional treatment, materials used, and outcomes of the studies. Needs for further research are projected. (CS)

ED 184 843　　　　　　　　　　　　　　　　　　　　　SE 030 460

Kogan, B. Yu

The Application of Mechanics to Geometry. Popular Lectures in Mathematics.

Chicago Univ., Ill. Dept. of Mathematics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-74

Grant-NSF-G-8847(MA)

Note-65p.; For related documents, see SE 030 461-465. Not available in hard copy due to copyright restrictions. Translated and adapted from the Russian edition.

Available from-The University of Chicago Press, Chicago, IL 60637 (Order No. 450163; $4.50).

Pub Type- Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Mathematics, Force, Geometric Concepts, *Geometry, Higher Education, Lecture Method, *Mathematical Applications, *Mathematics, *Mechanics (Physics)

Presented in this translation are three chapters. Chapter I discusses the composition of forces and several theorems of geometry are proved using the fundamental concepts and certain laws of statics. Chapter II discusses the perpetual motion postulate; several geometric theorems are proved using the postulate that perpetual motion is impossible. In Chapter III, the Center of Gravity, Potential Energy, and Work are discussed. (MK)

ED 184 472 HE 012 514

Griffiths, Daniel E., Ed. McCarty, Donald J., Ed.

The Dilemma of the Deanship.

Pub Date-80

Note-300p.

Available from-The Interstate Printers and Publishers, Inc., Danville, IL ($11.95)

Pub Type- Books (010) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-*Academic Deans, *Administrative Organization, Administrative Problems, *Administrator Characteristics, *College Administration, *Deans, Higher Education, Institutional Environment, Organizational Climate, Organizational Development, Research Needs, *Schools of Education

Distinguished scholars, through various theoretical and research approaches, provide their findings about the deanships in schools of education. Designed for administrators and students of higher education, this book defines problems and issues of deanship. Various types are outlined: liberal arts, professional school, business, and education deanships. Chapters include: Programmatic Research on the Deanship: Rationale and Strategy (Jack Culbertson); Research and Theory in the Administration of Higher Education (Daniel E. Griffiths); Strategies for Implementing Inter-Institutional Research Programs (Paula F. Silver; Schools, Colleges, and Departments of Education as Complex Organizations: Demographic and Contextual Features (David L. Clark and Egon G. Guba); The Education Deanship: Who Is the Dean? (Frederick R. Cyphert and Nancy Lusk Zimpher); Some Notes on Deans as Individuals and the Role of the Dean (Arthur Coladarci); Deans as Individuals-in-Organizations (Doris W. Ryan); Schools of Education as Complex Organizations (David D. Dill); Schools of Education as Organizations-in-Environments (Donald J. McCarty); Organizational Change in Schools of Education: A Review of Several Models and an Agenda of Research (Joseph B. Giacquinta); and The Deanship: An Unstable Craft (William R. Dill). The final chapter, From Here to There, offers a summary as well as suggestions for further research. Each chapter provides a conclusion as well as references. An index is provided. (LC)

ED 184 582 IR 008 275

Ott, Helen Keating

Helping Children through Books; A Selected Booklist. Revised Edition.

Church and Synagogue Library Association, Bryn Mawr, Pa.

Pub Date-79

Note-40p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Books, *Children, *Childrens Literature, Death, Ethnic Groups, Family Relationship, Friendship, Religion, *Self Concept

This annotated bibliography lists children's books under four general headings, each of which is subdivided into more specific subject areas: (1) living with oneself knowing abilities, accepting oneself, overcoming fears, developing values; (2) living with others with one's family, with one's friends; (3) broadening one's friendships American Indians, Black Americans, Chinese and Japanese Americans, Mexican Americans, Puerto Ricans; and (4) understanding some special concerns hospitalization, death, religion, contemporary problems. Books appropriate for primary, intermediate, junior, and all-ages levels are listed separately in each category. Most of the books are fiction and present particular problem situations; many overlap the arbitrary groupings. Included are a bibliography of sources consulted and author and title indexes. (JD)

ED 184 699 PS 011 339

Lawton, Joseph T. Ershler, Joan

Effects of Formal and Informal Preschool Programs on Logical Concept Learning and Development: An Interim Report.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification, *Comparative Analysis, *Concept Formation, Conservation (Concept), Conventional Instruction, *Logical Thinking, *Preschool Children, *Preschool Education, *Program Effectiveness, Serial Ordering, Transfer of Training

Identifiers-Ausubel (David P), *Piagetian Tasks, Piagetian Theory

Children aged 2-1/2 to 3-1/2 years in three preschool programs were given a test battery consisting of classification, relations, and conservation tasks. One program (Ausubelian) was formal and two programs (Piagetian and Tradition) were informal. Posttest data for the first year of a three-year longitudinal study indicated significantly superior performance for the Ausubelian Program children on dichotomous sorting, spontaneous classification, class inclusion, serial ordering, additive seriation, and serial correspondence. There was little difference in performance between the Piagetian and Traditional Program groups. (Author/JMB)

ED 184 741 RC 011 755

Migrant Education State and Local Parent Advisory Committees A Partnership in Migrant Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Education for the Disadvantaged.
Pub Date-Nov 78
Note-18p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, *Agency Role, Community Programs, Educational Objectives, *Family School Relationship, *Migrant Education, Parent Attitudes, *Parent Participation, *Parent Teacher Cooperation, Program Development, Program Evaluation, State Agencies, State Departments of Education
Identifiers-*North Carolina, *Parent Advisory Committees

North Carolina created the State Migrant Parent Advisory Committee (PAC) in response to federal regulations regarding the establishment, membership, and function of PACs at the state and local level, and in order to consider the views of migrant parents regarding the planning, operation, and evaluation of the migrant education program. State and local education agencies (SEAs and LEAs) can involve migrant parents in program planning by seeking their opinions of student health and welfare, career plans, education materials, and program and curriculum changes. In terms of program operation, LEAs and SEAs can employ migrant parents in the program when possible, or use the parents as resource persons. As members of monitoring teams or as reviewers of test scores and evaluation reports, migrant parents can contribute to the evaluation of the migrant program. LEAs can also involve and cooperate with parents in many daily activities such as developing home resources, making materials, reading and tutoring, repairing and distributing clothing, and helping in class. The booklet contains the bylaws of the North Carolina State Migrant PAC, a statement of purpose for the group, and suggestions for maintaining the effectiveness of a PAC. (SB)

ED 184 301 FL 010 710

Rosansky, Ellen J.

Explaining Morpheme Accuracy Orders: Focus on Frequency. Proceedings of the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977).

Pub Date-Jun 77
Note-15p.; One of several papers presented at the Los Angeles Second Language Forum.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, *Correlation, English (Second Language), Language Research, *Language Usage, *Morphemes, *Morphology (Languages), Research Methodology, *Second Language Learning

The ordering of morphemes is examined in group cross-sectional studies of second language learner performance. It is studied in terms of ordering by internal frequency (i.e., the relative rank number of obligatory occasions supplied by the subject) and external frequency (i.e., the native adult frequency ordering of morphemes). There are statistically significant correlations between orders. However, ordering the morphemes by increasing variability attains a statistically significant correlation with the group performance. Yet, when the individual's cross-sectional morpheme accuracy rank orders are compared to internal and external frequency orders, there no longer appears to be such a correlation. When rank-ordering-by-frequency is considered with respect to longuitudinal data on a single individual, the relative accuracy ordering appears not to resemble the frequency ordering. Thus, when the commonly examined morphemes are ordered by grouping the performance data, similarities in orders can be found from group to group in terms of relative accuracy, internal frequencies, and increasing variability. These also parallel native adult orders. However, when the data are ungrouped and individual performance is examined, the individual accuracy orders do not appear to be similar to the ordering of morphemes by relative native frequency. (PMJ)

ED 184 322 FL 011 005

Chinese-Mandarin: Basic Course. Volume XI: Lessons 108-119.
Defense Language Inst., Monterey, Calif.
Pub Date-Nov 65
Note-301p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.10; accompanying cassettes $4.80)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Audiolingual Methods, History Instruction, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Municipalities, *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, *Translation, Writing Instruction
Identifiers-China, *Dialogs (Language Learning)

This is the eleventh of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in reading, writing, and translating texts written in Chinese characters is emphasized. Instructional materials in the 12 lessons include dialogues and exercises in reading, writing, and translation. The emphasis of the course is on military science, but other topics include important cities, world geography, Chinese history, and Sun Yat-Sen. (JB)

ED 184 343 FL 011 142

Cooper, William E., Ed. Walker, Edward C. T., Ed.

Sentence Processing: Psycholinguistic Studies Presented to Merrill Garrett.

Pub Date-79

Note-447p.

Available from-John Wiley and Sons, Inc., One Wiley Drive, Somerset, NJ 08873 ($29.95).

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Deep Structure, Intonation, Language Acquisition, *Language Processing, *Language Research, Linguistic Competence, Linguistic Performance, Linguistic Theory, *Listening Comprehension, *Psycholinguistics, Semantics, *Sentences, *Sentence Structure, Speech Communication, Surface Structure, Syntax, Vocabulary

The chapters in this volume represent a type of current psycholinguistic research that focuses both on the nature of human information processing and the coding of linguistic structure. The chapters and authors are as follows: (1) The Wherefores and Therefores of the Competence-Performance Distinction,'' by V. Valian; (2) Levels of Processing and the Structure of the Language Processor,'' by K.I. Forster; (3) Time-Compressed Speech and the Study of Lexical and Syntactic Processing,'' by M. Chodorow; (4) Monitoring Sentence Comprehension,'' by a Cutler and D. Norris; (5) Intonation and Ambiguity,'' by R. Wales and H. Toner; (6) Perceptual Mechanisms and Formal Properties of Main and Subordinate Clauses,'' by T. Bever and D. Townsend; (7) Some Hypotheses About Syntactic Processing in Sentence Comprehension,'' by V. M. Holmes; (8) Superstrategy,'' by J. Fodor; (9) Role of Efference Monitoring in the Detection of Self-Produced Speech Errors,'' by J. Lackner and B. Tuller; (10) Speech Errors as Evidence for a Serial-Ordering Mechanism in Sentence Production,'' by S. Shattuck-Hufnagel; (11) 'Like' Syntax,'' by J. Ross and W. Cooper; and (12) Three Cheers for Propositional Attitudes (Some Reflections on D.C. Dennett's 'Intentional Systems'),'' by J.A. Fodor. (AMH)

ED 184 364 FL 011 168

Konig, Fritz H. Vernon, Nile D.

Translation: A Step Forward or Back?

Pub Date-79

Note-11p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Course Descriptions, Higher Education, *Second Language Instruction, *Second Language Learning, *Teaching Methods, *Translation, Writing Instruction, *Writing Skills

A course in written translation at the University of Northern Iowa is described. The prerequisite for enrollment is successful completion of advanced third-year composition. Students are permitted to take the course more than once. Course materials include scholarly essays, how to'' articles, light reading from magazines, news items, editorials, and advertisements. The class generally meets twice a week for one-and-a-half-hour sessions. Translation into English is emphasized during one period, translation from English during the other. Each session deals with one project. The length of translation projects increases from 200-300 words at the beginning of the semester to 400-600 words by semester's end. All students are given the same translation exercise, and translations are compared and criticized in class. Commonly asked questions of translation students (e.g., Are there untranslatable texts?'') are listed with suggested responses. Translation theory is briefly discussed. (JB)

ED 184 404 HE 012 416

Alexander, Karl L. Cook, Martha A.

The Motivational Relevance of Educational Plans: Questioning the Conventional Wisdom.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-CSOS-R-278

Pub Date-Jul 79

Contract-400-77-0019

Grant-NIE-G-76-0078

Note-39p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Aspiration, Aspiration, Career Planning, College Attendance, College Bound Students, *Decision Making, *Goal Orientation, Higher Education, *High School Seniors, Interest Research, Longitudinal Studies, Student Interests, *Student Motivation

Identifiers-*National Longitudinal Study High School Class 1972, *Study of Academic Prediction and Growth

Using two complimentary data sets, the National Longitudinal Study of the High School Class of 1972 and the Study of Academic Prediction and Growth, the conventional interpretation of educational plans as motives and thus determinants of educational attainment is questioned. It was found that when questioned about their educational loans: (1) as many as 20 percent of youth supply extemporaneous responses; (2) another 20 percent report goals of quite recent formulation; and (3) the remainder report long-term commitments (of at least two to five years). The last are so long-standing as to make suspect the causal ordering used in most models of adolescent attainment. That is, such plans are not properly considered as the products of high school experiences. It is also documented that senior year measures of educational goals are often quite contaminated by prior knowledge of one's actual prospects for college. Finally, the analyses make suspect the assumption that educational plans reflect exclusively, or even primarily, underlying motivation or achievement orientation. This finding makes it difficult to sustain the customary interpretation of the influences of student plans.'' (Author/MSE)

ED 184 421 HE 012 437

Farrell, W. J.
Governmental Impact on the University of Iowa.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Oct 77
Note-111p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Case Studies, Federal Aid, Federal Government, *Federal Regulation, *Government School Relationship, Graduate Study, *Higher Education, *Institutional Autonomy, Research Projects, State Universities, Student Financial Aid
Identifiers-*Sloan Commission Studies, *University of Iowa

Federal governmental impact on the University of Iowa has four forms. The first and most significant is through expenditures on education, student aid, research, health service, and similar efforts. Dramatic variations in the level or kind of expenditures in these areas have far greater effects on higher education programs than do regulations. The second form of influence is through federal laws, regulations, and administrative practices that require colleges and universities to assume a financial burden. A third and potentially more serious impact comes in the form of constraints (for example, on genetic research). The University of Iowa has experienced relatively little of this kind of control. The fourth form of federal influence is the burden imposed by reporting responsibilities; federally mandated paperwork is also a symptom of the other three forms of influence. At the bottom of the current furor over federal influence is a breakdown in confidence between higher education and the government. Restoration of the once-flourishing partnership by resolution of the many separate issues will be an important task for the near future. Appended to the report are documents about the university of Iowa: a publication describing graduate education; the results of a campus survey on the impact of federal regulation; a reprint of an article on the impact of regulation; a summary of federal funds for student aid; and a 1977 annual report on research and related documents. (MSE)

ED 184 438 HE 012 461

Beach, Mark

Words for the Wise. A Field Guide to Academic Terms.

Pub Date-79
Note-128p.
Available from-Coast to Coast Books, 2934 N.E. 16th Avenue, Portland, OR 97212 ($4.95)
Pub Type- Books (010) - Reference Materials - Vocabularies/Classifications (134)

Document Not Available from EDRS.

Descriptors-College Administration, College Curriculum, College Instruction, Definitions, Glossaries, *Higher Education, Humor, *Language, *Organizational Communication, Postsecondary Education As a Field of Study, Student Personnel Services

Definitions are given for over 300 terms commonly used in the field of higher education. Examples of terms are: A and M University, adjunct professor, degree mill, distribution requirement, early decision, elective, honors program, interlibrary loan, prestige, rolling admission, syllabus, and tutorial. Most definitions have two types of comments: (1) remarks about the origin of the term, and (2) advice about the decision or action to which the term refers. Some terms and definitions are tongue-in-cheek. (MSE)

ED 184 562 IR 008 247

Deutsch, Donald R.

Computer Science and Technology: Modeling and Measurement Techniques for Evaluation of Design Alternatives in the Implementation of Database Management Software. Final Report.

Spons Agency-National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
Pub Date-Jul 79
Note-250p.; Ph.D. Dissertation, University of Maryland.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-003-02088-5, $5.50)
Pub Type- Dissertations/Theses - Undetermined (040) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Computer Science, *Data Bases, *Evaluation Methods, *Management Systems, Models, Prediction, Systems Analysis, *Systems Development
Identifiers-Predictive Models

This report describes a research effort that was carried out over a period of several years to develop and demonstrate a methodology for evaluating proposed Database Management System designs. The major proposition addressed by this study is embodied in the thesis statement: Proposed database management system designs can be evaluated best through the integrated use of a limited prototype implementation for the DBMS design, a flexible measurement facility, and a predictive model based on the DBMS prototype. Included in the report are a review of the pertinent literature and related research; an overview of a performance prediction system with three components a prototype implementation for a positional set processor DBMS, a measurement and analysis system, and a performance prediction model; a description of the DBMS prototype and measurement facility; discussion of the model concepts and parameters; a summary of the mathematical relationships imbedded in the performance prediction model; a review of the model evaluation problem and the status of ongoing verification, validation, and problem analyis activities; and research results and suggested future research directions. Appendices contain scripts demonstrating the set processor DBMS prototype and performance modelers. (Author/RAO)

ED 184 622 JC 800 173

The Effects of Tuition Increases on Virginia Community College Enrollments.

Virginia State Dept. of Community Colleges, Richmond.
Pub Date-Mar 79
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, Age Differences, *Community Colleges, *Enrollment Influences, *Enrollment Trends, Nontraditional Students, Part Time Students, Population Trends, State Colleges, State Surveys, Student Financial Aid, Trend Analysis, *Tuition, Two Year Colleges, Two Year College Students
Identifiers-*Virginia

To determine whether tuition increases would adversely affect enrollments in the Virginia Community College System (VCCS), the status of VCCS tuition and enrollments and tuition's role among college enrollment planning variables were examined, and the variables that influence student enrollment trends were analyzed. The study revealed that the $300 tuition charged by VCCS in 1977-78 was the median value for community colleges in the 14 Southern Regional Education Board states. An examination of VCCS tuition in relation to state per capita income and fall headcount enrollments for the years when tuition increased (i.e., 1970, 1972, 1976, and 1977) showed increases in enrollments; increases that were doubtlessly influenced by factors such as the maturation of baby boom'' children and an increasing inflation rate. The study also focused on trends among enrollment planning variables, including: (1) the decline in the number of traditional college-aged individuals; (2) the increase in the percentage of students from older (24 to 34 years) age groups; (3) the increase in the percentage of part-time students; and (4) the greater sensitivity of older, part-time students to tuition increases. Finally, the study indicated that while student financial assistance can help offset the effects of higher tuition, the number of awards from federal sources and their dollar amounts are leveling off or decreasing. (JP)

ED 184 659 PS 010 933

Oberheu, Howard D.

Aid to Families with Dependent Children 1975 Recipient Characteristics Study. Part 3. Financial Circumstances.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report NO.-DHEW-SSA-78-11777

Pub Date-Aug 78

Note-60p.; For other parts in this series, see PS 010 729 and PS 010 931-932.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Demography, Differences, *Family Characteristics, *Family Income, *Federal Aid, *Federal Programs, *Low Income Groups, National Surveys, *Poverty, Regional Characteristics, Tables (Data)

Identifiers-*Aid to Families with Dependent Children

This report on the financial circumstances of Aid to Families with Dependent Children (AFDC) recipients in May, 1975, is Part III of a three-part broad study of recipient characteristics. Part I provides demographic and program statistics, and Part II provides data on child support enforcement. The data were derived from a sample survey which included all states and jurisdictions except Guam. The minimum sample required from each state was one-half of one percent, but states were given the option to submit larger samples computed by specified formulas. Twenty-nine states provided samples large enough for reliable state data to be included in the tabulations. Data are also shown for all 10 Health, Education and Welfare (HEW) regions. Sample data are inflated to represent all families receiving money payments during the study month. Therefore, the data are subject to sampling variability and, as in all surveys, the figures are subject to errors of response. A brief overview of the financial circumstances of AFDC families in 1975 prefaces the 26 tables included in the report. Appendices provide a glossary of selected terms and a discussion of sample design and of data accuracy. (Author/RH)

ED 184 679 PS 011 318

Waller, Suzanne P. Waller, Michael I.

A Multi-Dimensional Approach to Successful Early Childhood Intervention.

Pub Date-Apr 80
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Disadvantaged Youth, Early Childhood Education, *Family School Relationship, Home Visits, *Individual Instruction, Intervention, Longitudinal Studies, *Parent Participation, Preschool Children, *Program Effectiveness, *Success
Identifiers-*Multiple Model Preschool Program

This paper presents the design, underlying theory, and primary outcomes of the Multiple Model Preschool Program (MMPP), a three-year longitudinal early childhood intervention program which focused simultaneously on the three dimensions of parental involvement, home-school relations, and individualized education. In both homes and schools at three different geographic sites, the MMPP examined the effects of a multi-dimensional program on the growth of 134 low-income children identified at age three as potential academic high-risks. Results in the area of cognitive functioning of the children, as measured by a battery of standardized aptitude and achievement tests, revealed significant gains of a magnitude which supports the MMPP approach as a fruitful one for increasing the likelihood of academic success for this population. (Author)

ED 184 721 PS 011 368

Rowe, David C.

Environmental and Genetic Influence on Dimensions of Perceived Parenting: A Twin Study.

Pub Date-Apr 80

Note-12p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, Childhood Attitudes, Child Rearing, Environmental Influences, Genetics, Individual Characteristics, *Nature Nurture Controversy, *Parent Child Relationship, *Perception, *Twins

Identifiers-*Parent Behavior

Determinants of Schaefer's (1965) three dimensions of perceived parenting (Acceptance vs. Rejection, Psychological Control vs. Psychological Autonomy, and Firm vs. Lax Control) were investigated by administering a shortened Children's Reports of Parental Behavior Inventory to adolescent twins. The sample consisted of 46 pairs of identical twins and 43 pairs of fraternal twins residing with their natural parents. Analyses indicated that assumptions of the twin method were upheld and that neither sex main effects nor sex X zygosity interactions existed. The main analyses revealed that mothers' and fathers' use of Firm vs. Lax Control and Psychological Control vs. Psychological Autonomy was entirely determined by between family environmental factors. However, perception of Acceptance Rejection showed evidence of genetic determination. (Author/MP)

ED 184 797 RC 011 983

Lutz, Frank W. Barlow, Donald A.

The Process of Native American Influence on the Education of Native American Children.

Pub Date-7 Apr 80

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Education, American Indian Reservations, Board of Education Policy, Board of Education Role, *Boards of Education, Community Involvement, *Decision Making, Elementary Secondary Education, *Influences, Parent Participation, Parent School Relationship, *Power Structure, Public Schools, Racial Discrimination, *Reservation American Indians

Identifiers-*Coeur d Alene (Tribe), Coeur d Alene Reservation ID

The vast majority of American Indian students are educated in public school districts controlled by locally elected school boards. If Indian parents are to influence the education of their children they must become knowledgeable in political methods of influencing local school boards. The process of Indian influence in educational decisions was studied in two public school districts with sizable Indian populations and one non-public Indian controlled school on the Coeur d'Alene Reservation in Idaho. Data were collected during the six months prior to May 1977 through direct observation, document analysis, and informant interviews. While each of the three boards exhibited different styles of governance in response to influences existing in the community, the decisions of all the boards were mostly unanimous. Although all appeared to want to solicit more parent-community involvement, the level of community interest was not high. Discrimination existed between Indian and non-Indian. Findings indicated that the Indian community's influence on the public school board was only as strong as its direct relationship and interaction with officials in the district. Unless an Indian was a member of a school board or the tribal council, he had little influence on educational decision making. Recommendations included instructing school boards how to proceed in representing the total community. (NEC)

ED 184 493 HE 012 560

Hayes, Dale K.

Educational Policy, Governing Board Policies and the Management of Higher Education. A Taxonomical Approach to Governance and Management of Postsecondary Education.

Pub Date-Dec 79

Note-20p.; Paper presented for the Inter-American Congress on Educational Administration (Brasilia, Brazil, December 1979). Not available in paper copy due to marginal legibility of original.

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization, *Classification, College Administration, Educational Policy, Foreign Countries, *Governance, Governing Boards, *Higher Education, *Policy Formation, Political Influences, *Power Structure, Public Policy

The governance structures in higher education institutions in the United States and abroad are so diverse as to defy generalization or easy classification. A taxonomy for these varied systems is presented, based on levels of decisionmaking authority. The classification scheme has four premises: (1) education should have different emphases in different states and countries; (2) education policy will be substantially the same throughout the nation despite different systems; (3) education policy is part of a larger public policy, and thus is political rather than institutional; and (4) educational policy is outside the governance structure but represents the values from which management structure should be built. It is proposed that all states should use the same set of terms to denote levels of authority. The taxonomy delineates these levels and assigns them appropriate labels (in parentheses): governmental enabling authority (commission); bylaw or board self-governance (constitution); governing board responsibilities and prescriptions (policies); campus (ordinances); college or school prerogatives (procedures); and department options (rules). (MSE)

ED 184 516 IR 008 167

Vallee, Jacques Wilson, Thaddeus
Computer-Based Communication in Support of Scientific and Technical Work. Final Report.
Institute for the Future, Menlo Park, Calif.
Spons Agency-National Aeronautics and Space Administration, Moffet Field, Calif.
Report NO.-NASA-CR-137879
Pub Date-Mar 76
Contract-NAS2-8991
Note-68p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Communications Satellites, *Conferences, Participation, *Scientific Research, *Teleconferencing
Identifiers-Communications Research, PLANET Teleconferencing System

Between August 1975 and March 1976, two National Aeronautics and Space Administration (NASA) projects with geographically separated participants used the PLANET teleconferencing system for portions of their work. The first project was a technology assessment of future transportation systems. A group of 13 experts located throughout the country used the system to prepare and critique a series of documents dealing with inter- and intracity transportation. The second project involved 15 principal investigators of experiments with the Communication Technology Satellite (CTS). The Institute for the Future, which had developed the PLANET system in the course of its earlier work, provided assistance in organizing the conferences, and collected monthly usage statistics which permitted an examination of the group and individual participation patterns for all conferences. They revealed an active use of the medium, as demonstrated by the rapid rate of growth of the conference. Recommendations were presented to NASA based on these findings. (Author/CMV)

ED 184 540 IR 008 216

Gates, Connie Hendley, Gaby

Losses in School Library Media Centers: A Survey and Annotated Bibliography.

Pub Date-79

Note-24p.

Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, Books, *High Schools, *Learning Resources Centers, *Library Materials, Library Surveys, *School Libraries, Stealing

This report presents the results of a survey to determine the loss levels of library materials at high school media centers and libraries in the Onondaga-Oswego County area of central New York State, and provides an annotated bibliography of literature dealing with loss prevention in libraries. A copy of the questionnaire and various analysis sheets are included. The survey provided data concerning school enrollment, facilities, seating capacities, the number of supervisors, book detection systems, elementary scheduling, access at the high schools, shelving of audiovisual collections, overdues, lost items, replacement percentages, and the percentage of losses to total collections. (FM)

ED 184 583 IR 008 278

Gorena, Ame A. Root, Rosemary

Library Media Inservice Training. Final Report.

Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-78

Grant-G007702302

Note-637p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors-Administrators, *Audiovisual Aids, Audiovisual Instruction, Guides, Inservice Education, *Inservice Teacher Education, Learning Modules, *Learning Resources Centers, Library Materials, *Media Specialists, *School Libraries, Teachers

This inservice training program, which was developed for the improvement of school library media programs, is designed for library media specialists, administrators, and teachers. Tailored to meet particular school district needs, the program permits extensive on-site inservice training lasting from three days to two weeks. Using various procedures such as checklists and committee meetings with educators, problem areas were identified and clustered into four components: (1) long range planning; (2) the library media collection; (3) organization and arrangement of the library media center; and (4) staff utilization. Training activities and a learning module were developed for each area. This manual includes guides for the program director and trainer personnel, as well as the detailed modules. These materials were utilized by the inservice training specialists at on-site sessions involving library media personnel, classroom teachers, and administrators from 42 schools selected from the 175 initial requests for participation in the field testing of this program. Post-visit reports by the specialists indicate many changes in existing media programs as a result of the inservice project. The results of this project will be published by the U.S. Office of Education as a model program. (Author/RAA)

ED 184 603 JC 800 052

Grastie, Kay

What Teachers Can Do When Students Have Problems'': A Self-Instructional Unit on Interpersonal Communication Helpful Styles of Listening and Responding.

Pub Date- 80

Note-72p.; Prepared for the Media Systems Series in Creative Teaching.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Communication (Thought Transfer), Communication Problems, *Communication Skills, Community Colleges, Faculty Development, *Interpersonal Competence, Learning Modules, *Listening Skills, Pretests Posttests, Rapport, Skill Development, Student Alienation, Student Problems, *Student Teacher Relationship, Teacher Attitudes, Two Year Colleges

This two-part learning module provides text and accompanying exercises to assist instructors in employing effective listening and communication techniques in response to students' programs and concerns. Part I describes the communication process between sender and receiver and discusses the process of active listening by which the instructor provides a feedback mechanism to assure a better understanding of what the student wishes to communicate. This section includes: (1) a discussion of the attitudes needed by the instructor to effectively use active communication, (2) a description of the various categories of responses used by individuals in face-to-face situations, (3) an examination of the frequency with which these responses are used, and (4) an outline of negative responses and other barriers to communication. Part II provides a group exercise for practicing one-way and two-way communication, an exercise on listening and response styles, a questionnaire providing a series of hypothetical student statements for which instructors choose an appropriate response, a role-playing exercise, a module evaluation form, and a bibliography. The learning module also provides pre- and post-tests. (JP)

ED 184 778 RC 011 960

Lewis, Elizabeth, Comp.
Blackfeet Language Coloring Book. Blackfeet Heritage Program.
Browning School District 9, Mont.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-43p.; For related documents, see RC 011 957-60.
Language-English; Blackfeet
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Culture, *American Indian Education, *American Indian Languages, Art Activities, *Art Materials, *Bilingual Education, Child Language, Childrens Literature, Cross Cultural Studies, Elementary Education, Food, Illustrations, *Instructional Materials, Large Type Materials, Livestock, Numbers, Second Language Learning, Workbooks
Identifiers-*Blackfeet (Tribe), *Coloring Books, Culture Preservation, Ethnic Heritage Studies Program Act

A part of the Blackfeet Indian Heritage Project, this coloring book features 21 pages of pictures of animal and plant life, foods, and numbers. Arranged in alphabetical order, the pictures are accompanied with their names printed in both the English and Blackfeet languages. The reverse side of each page is left blank to give the student room to practice writing the picture words. A Piegan Blackfeet pronunciation and spelling guide is included for the teacher. Pictures of animals dominate the coloring book; the animal life represented includes the bear, buffalo, cat, cow, coyote, and deer. Also pictured are the dog, horse, mouse, otter, pig, and rabbit. Three birds are represented, the chicken, crow, and owl, as are two reptiles, the frog and turtle. Insects include the bee, butterfly, and grasshopper. The foods pictured include an apple, banana, carrot, corn and orange; there is also a picture of some flowers. Numbers from 1 to 10 are also illustrated. (DS)

ED 184 844 SE 030 461

Bakel'man, I. Ya

Inversions. Popular Lectures in Mathematics.

Chicago Univ., Ill. Dept. of Mathematics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-74

Grant-NSF-G-8847(MA)

Note-78p.; For related documents, see SE 030 460-465. Not available in hard copy due to copyright restrictions. Translated and adapted from the Russian edition.

Available from-The University of Chicago Press, Chicago, IL 60637 (Order No. 034992; $4.50).

Pub Type- Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Algebra, *College Mathematics, *Geometric Concepts, Geometry, Higher Education, *Mathematics, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Transformations (Mathematics)

Inversions are transformations of geometric figures, under which straight lines may be mapped to circles, and conversely. The use of such mapping allows development of a unified method of solution for many of the problems of elementary geometry, especially those concerning constructions and ''pencils'' of curves. This book discusses the inversion transformations and their applications. In the first chapter, inversion transformations and their applications to questions in elementary geometry are studied. In the second chapter, transformations are expressed as linear and linear-fractional functions of a complex variable. In the third chapter, the foundations of geometry are presented from the standpoint of group theory. (Author/MK)

ED 184 344 FL 011 144

Smith, Elise C., Ed. Luce, Louise Fiber, Ed.

Toward Internationalism: Readings in Cross-Cultural Communication.

Pub Date-79

Note-225p.

Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969 ($9.95)

Pub Type- Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Anthropology, *Communication (Thought Transfer), Comparative Analysis, *Cross Cultural Studies, Cultural Awareness, Cultural Context, Cultural Differences, *Cultural Interrelationships, *Cultural Pluralism, *Culture Contact, International Education, Nonverbal Communication, Sociolinguistics, Speech Commuqication

The major components of cross-cultural communication are treated in this collection of essays. The articles illustrate the influence which a society's values, role expectations, perception, nonverbal patterns and language behavior bring to bear on the international cross-cultural encounter. The following articles are presented: (1) American Assumptions and Values: Orientation to Action,'' by E. Stewart; (2) Concept of Oneself,'' by J. Fieg; (3) Culture Shock and the Problem of Adjustment in New Cultural Environments,'' by K. Oberg; (4) Cross-Cultural Awareness,'' by R. Hanvey; (5) Communication Overseas,'' by L. Szalay and G. Fisher; (6) Verbal Self-Disclosure: Topics, Targets, Depth,'' by D. Barnlund; (7) Out of House and Home,'' by J. Condon and F. Yousef; (8) Proxemics in a Cross-Cultural Context: Germans, English, and French,'' by E. Hall; (9) Your Actions Speak Louder...,'' by M. Schnapper; (10) Asia in American Textbooks,'' by The Asia Society; (11) Body Ritual Among the Nacirema,'' by H. Miner; (12) An American Researcher in Paris: Interviewing Frenchmen,'' by D. Lerner; (13) The Guest's General Role in the Family,'' by R. Gorden; and (14) Culture Shock and the American Businessman Overseas,'' by L. Stessin. (AMH)

ED 184 385 HE 012 298

Bowen, Frank M. Glenny, Lyman A.

Uncertainty in Public Higher Education: Response to Stress at Ten California Colleges and Universities. A Report to the California Postsecondary Education Commission.

California State Postsecondary Education Commission, Sacramento.
Pub Date-Jan 80
Note-75p.
Available from-California Postsecondary Education Commission, 1020 12th Street, Sacramento, CA 95814
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, Budgeting, Collective Bargaining, College Administration, College Faculty, *College Planning, Community Colleges, *Declining Enrollment, *Educational Demand, Enrollment Trends, Facility Planning, Governance, Government School Relationship, *Higher Education, *Public Education, Retrenchment, State Colleges, State Surveys, State Universities
Identifiers-*California, *Institutional Survival, Program Review

In May 1979 a survey of ten California public postsecondary institutions was undertaken, at the request of the state commission, to learn the impact of enrollment and financial uncertainty on the institutions. Surveyed were these community college districts: El Camino, Mt. San Jacinto, San Jose, San Mateo County, and San Diego; also surveyed were the California State University at Dominguez Hills, California State University at Hayward, San Diego State University, the University of California at Davis, and the University of California at Los Angeles. Questionnaires were sent to the chief executive officers, and field interviews were conducted. Results are discussed in this report under five chapter headings: (1) the character of uncertainty (enrollment, budgetary, and other factors such as collective bargaining, accountability requirements, student preparation, shifting student interests, physical plant, and unclear governmental policies) and its differential impact on segments of the institution's community; (2) the concept and context of stress as it is studied here; (3) institutional response; (4) institutional processes for the orderly resolution of program planning and budgeting issues (governance, budgeting, planning, and program review); and (5) concluding observations regarding institutional procedures and autonomy, coordination and control, state government, and community services policy. It is suggested that virtually all of California's public higher education institutions will survive as organizational entities; but to do more than simply survive, they must maintain program quality and processes that impose order on uncertainty to the extent possible. Advisory committees for the survey are listed. (MSE)

Nelsen, William C., Ed. Siegel, Michael E., Ed.
Effective Approaches to Faculty Development.
Association of American Colleges, Washington, D.C.
Pub Date-80
Note-154p.
Available from-Association of American Colleges, 1818 R St. N.W., Washington, DC 20009 ($5.00)
Pub Type- Reports - Descriptive (141) - Collected Works - General (020) - Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Case Studies, *College Faculty, Consortia, Consultants, Core Curriculum, Curriculum Development, *Faculty Development, Higher Education, Interdisciplinary Approach, Interprofessional Relationship, Leaves of Absence, Professional Continuing Education, *Professional Development, Program Descriptions, Program Evaluation, *Retraining, Role Models, Skill Development, Teacher Exchange Programs, Teacher Workshops, Workshops

Essays are collected on faculty development programs that are felt to have positively affected both the institutions and individual faculty members. They include: Faculty Development: Promises, Realities and Needs (William C. Nelsen, Michael E. Siegel); Improving the Scholarly Climate on Campus through a Program of Small Grants (David Marker); Encouraging Faculty Learning: A Program of Study Leaves (Robert T. Voekel); Retraining and Renewing Faculty in a Time of Retrenchment (Zeddie Bowen); Renewing Faculty through Faculty Growth Planning (R. Judson Carlberg); The Teaching Consultant at Earlham (Gerald R. Bakker, Paul A. Lacey); The Teaching-Learning Center: Encouraging Faculty to Share Ideas (Barbara Helling, Erling Jorstad); Talking about Teaching:

The Contributions of Senior Faculty to Junior Faculty (G. Melvin Hipps); Teaching Workshops for New Faculty Members: Aiding the Transition from Graduate School to Teaching (John F. Noonan); Common Language: A Faculty Response to Developing Specific Skills (James D. Pickering); Preparing Faculty for Teaching Core Curriculum Courses (D. Michael Rivage-Seul); Developing and Challenging Faculty through Interdisciplinary Teaching-Learning (Alvin M. White); The Role of a Faculty Committee in Facilitating Development (Alfred Romer); Corporate Faculty Development: Enhancing Collegiality on Campus (Bruce Haywood); The Consortium Approach to Faculty Development (Steven C. Scholl); In Praise of an Interdisciplinary Symposium (Milla B. Riggio); Faculty Exchange: Overcoming Academic Calcification (John Rodes); Developing a New Point of View (Robert V. Smith); Learning with a Colleague (James Ransom); Old Dog, New Tricks (Robert Menefee); Empirical Findings on Faculty Development Programs (Michael E. Siegel); and Faculty Development: Perceived Needs for the 80's (William C. Nelsen). (MSE)

ED 184 455 HE 012 482

Schoenherr, Charles W.

A Self-Study on the Impact of Federal Programs on the Sterling College Campus.

Sterling Coll., Kans.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-30 Sep 77

Note-15p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 4[illegible]2-4[illegible]0.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action, Athletics, Case Studies, Church Related Colleges, Civil Rights, *Compliance (Legal), Educational Finance, Federal Aid, Federal Legislation, *Federal Regulation, Financial Support, Government Role, *Government School Relationship, *Higher Education, Institutional Research, Questionnaires, Self Evaluation (Groups), *Small Colleges, State Government

Identifiers-*Sloan Commission Studies, *Sterling College KS

Results of a self-study by Sterling College, Kansas, on the impact of federal programs are discussed. Sterling College, a small college with an enrollment of 500 students, has received 54 percent of its tuition dollars from federal and state programs. Until 1977-78 when $147,000 was received in federal support for program development, only small amounts of federal funds were received. A survey of college officials revealed that in general there is a minimum level of understanding of regulations pertaining to governmental programs. There is uncertainty about whether the college's affirmative action plan is acceptable, whether the due process system will stand up in courts, or whether the college is offering equal opportunity to both sexes in all areas. Demands of federal reports have required time-consuming efforts on the part of the office of student aid and the business office. Title IX regulations have changed priorities in the physical education program. It is concluded that the small college is in a difficult position and must decide whether receiving federal dollars is the best course of action, or whether it is possible to gather enough support to manage alone. A sample questionnaire used in the self-study is included. (SW)

ED 184 473 HE 012 521

Brooks, Norward J.

The Future of Comprehensive Colleges and Universities.

Pub Date-19 Feb 80
Note-25p.; For related documents see HE 012 521-524
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Collective Bargaining, College Faculty, Competition, *Declining Enrollment, Educational Finance, *Educational Trends, Federal Aid, *Futures (of Society), *Higher Education, Nontraditional Students, Private Colleges, Public Policy, *State Aid, *State Colleges, Tenure

The comprehensive colleges and universities often former normal schools that have grown quickly in recent years are seen to be affected primarily by declining financial resources, declining enrollment, and competition, now and in the near future. Financial resources are affected by higher priority placed on other state budget items; tax limitation movements, retirement and disability programs claiming more funds, declining return on endowments, and inflation. Concurrently, there is pressure to serve new populations without adequate compensation for added costs. Enrollment of traditional students is declining, but nontraditional students are being actively recruited. Although this may help enrollment rates, it may also contribute to a lowering of academic standards. Competition is seen to come from degree mills,'' colleges with low standards, and accredited private colleges and universities. Collective bargaining and tenure may affect staffing patterns. It is felt that the challenge of the comprehensive colleges and universities is finding new opportunities to employ resources at hand to best serve the higher education commuqity. They may do this in part by lobbying to change public policy and by minimizing competition. (MSE)

ED 184 641 JC 800 204

[illegible], *Thomas G.*

The Use of Community Impact Studies in a Declining Economy.

Pub Date-8 Apr 80

Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Planning, *Community Benefits, *Commuqity Colleges, *Commuqity Relations, Community Support, *Commuqity Surveys, Economic Climate, Economic Research, Educational Economics, Institutional Research, Outcomes of Education, Program Development, *School Commuqity Relationship, Two Year Colleges

Identifiers-Impact Studies

Colleges and their surrounding communities have a supplier/consumer relationship in exchange for the use of tax-exempt land and tax-supported services, the college acts as a cultural and educational center that provides the community with social and economic benefits. However, in times of a declining economy, this symbiotic relationship is not always understood. Community impact studies, therefore, should be used to supply data that help the community determine the net value of the presence of a college or university in the vicinity. A valuable resource for conducting these surveys is a book entitled, ``Conducting Community College Impact Studies: A Handbook for Commuqity Colleges,'' by Armijo, Micek, and Cooper. This work provides a complete how-to-do-it guide for assessing the economic, educational, social, and technological impacts of a college on a community, and provides recommendations for the definition of the environment to be studied, a description of the groups to be surveyed, and sample survey instruments. Impact studies also help a college determine community awareness and use of its programs, the extent to which it is meeting community needs, and the existence of unmet needs. Thus, community impact studies serve both to enhance college/community relationships and to provide data for future program planning. (JP)

ED 184 680 PS 011 320

Filan, Gary Sullivan, Howard

Effects of Induced Memory Strategies on Children's Memory for Pictures and Words.

Pub Date-Apr 80

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Elementary School Students, Memorization, *Memory, *Mnemonics, *Pictorial Stimuli, Primary Education, *Reading Achievement, *Recall (Psychology), Word Recognition

In this study of children's memory, two types of presentation modes (pictures or words) were crossed with two levels of memory strategy (make a picture in your mind'' or think of the word'') to comprise four treatments: see picture/think picture, see picture/think word, see word/think picture, see word/think word. The study was conducted with 144 second graders across three reading levels from a suburban public school. Stimuli were 40 words chosen from the concrete nouns in the Pavio, et al. (1968) list and simple line-drawing visuals representing each word. Stimuli were slide projected onto a screen for three seconds. After each slide the screen was blank for three seconds to allow subjects to think according to instructions of the object or word. A randomly ordered and counterbalanced criterion test composed of 40 multiple-choice items 20 word items and 20 picture items was administered two minutes after presentation and again in alternate form after three days. Results for memory strategy, presentation mode, reading level, test mode, immediate and delayed test performance, and variable interactions are presented. The data indicate that memory is better for pictures than for words in both immediate and delayed tests, but the think picture'' strategy was not effective on the delayed test. Low reading group subjects. who had used the think word'' strategy performed slightly better than think picture'' counterparts on the immediate test and substantially better on the delayed test. (Author/RH)

ED 184 700 PS 011 340

Blyth, Dale A. And Others

The Influence of Different School Structures on Heterosexual Behavior in Early Adolescence.

Boys Town Center for The Study of Youth Development, Neb.
Pub Date-Apr 80
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Age Differences, *Dating (Social), *High School Students, *Instructional Program Divisions, *Junior High School Students, *Peer Influence, School Organization, Secondary Education, Sex Differences, *Sexuality

In a study of the effects of school structure on heterosexual behavior, self-report data on heterosexual behavior were collected from more than 2,000 sixth through tenth graders in 1978 when their district had a 6-3-3 school structure and in 1979 after the district had changed to a 6-2-2-2 structure. The district was located in a medium-size, rapidly growing, Midwest, middle to upper middle class suburban area with a high degree of marital stability. Students filled out a questionnaire on amount and type of dating, different types of sexual behavior, perceived peer pressure to date, and the relative age of members of the opposite sex that they had met or dated. In addition, the questionnaire asked students about their families, neighborhood, self-esteem, attitudes towards school, perceptions of the security offered by the school, and their engagement in such behavior as substance use, truancy, or vandalism. Results indicated that the absence of ninth graders from junior high school had almost no effects on eighth graders in terms of dating or sexual behavior and only minor effects on seventh graders in the direction of increased pressure to date for both sexes, increased amounts of dating for females and increased dating in couples for males. The presence of the older tenth graders in the new intermediate high school appeared to affect the dating and sexual behavior of ninth grade females in the direction of more dating and ninth grade males in the direction of more pressures to date, more dating in couples, and more sexual intercourse. (JMB)

ED 184 742 RC 011 756

Identification and Recruitment Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Education for the Disadvantaged.
Pub Date-Sep 78
Note-32p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, Agency Cooperation, *Agency Role, Agricultural Laborers, Definitions, Educational Objectives, Educational Policy, Elementary Secondary Education, *Eligibility, Federal Aid, *Identification, Information Sources, *Migrant Children, *Migrant Education, Program Administration, Resources, State Agencies, State Departments of Education, *Student Recruitment
Identifiers-*North Carolina

The guide contains basic information to assist local recruiters for the North Carolina migrant education project in the identification and recruitment of children eligible for the project. Eleven terms pertaining to eligibility requirements are defined, and eligibility is explained. The guide suggests and explains information sources available to the local recruiter seeking to identify migrant children: school and classroom surveys; school census records; records of new enrollees; local agencies and organizations; local food processing operations; and state agencies, such as the Migrant and Seasonal Farmworkers Association, the Rural Manpower Service of the North Carolina Employment Security Commission, the State Migrant Education Office, and the State Board of Health. The use and maintenance of identification and enrollment forms is explained and sample forms are included. United States Office of Education policy with which the recruiter should be familiar is presented in question-and-answer form. Also included are State of North Carolina policies delineating the recruiting responsibilities of the State Education Agency and the Local Education Agency. (SB)

ED 184 760 RC 011 938

The Primary Itinerant Teacher Service in South-West Queensland. Priority Country Area Program Evaluation Series: Report No. 1.

Priority Country Area Program Office, Brisbane (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-Feb 79
Note-28p.; For related documents see RC 011 938-40.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Correspondence Study, *Delivery Systems, Demonstration Programs, Elementary Education, *Home Visits, *Itinerant Teachers, Mobile Educational Services, Outreach Programs, *Pilot Projects, Program Descriptions, Program Evaluation, Rural Areas, *Rural Education, Teacher Role
Identifiers-*Australia (Queensland)

Interviews, project documents, and parent responses provided information for an interim evaluation of the Primary Itinerant Teacher Service, a pilot project designed to improve educational opportunities of children in the South-West Priority Country Area. In 1978, 3 itinerant teams of 2 teachers each contacted 238 students in 164 families and provided the following services: (1) visiting, teaching, and testing pupils on primary correspondence courses and diagnosing their problems; (2) providing group experiences for pupils through 5-day mini-schools and activity days; (3) assisting, advising, and encouraging Home Supervisors; and (4) providing written reports on pupils for the Primary Correspondence School (PCS) and the School of the Air. Forty-five percent of staff time was spent in administrative activities at the central office and 55 percent was spent out on itinerary. The average contact time per week was 24 hours; the average travel time was over 18 hours. The itinerant teachers, the PCS, parents, and community groups perceived the program as valuable and needed. Areas of concern are the relatively high turnover of itinerant staff and the need for more staff to provide increased student contact. Further evaluation should focus on the quality of the service and the impact of the itinerants on the network of educational support services for isolated families. (JH)

ED 184 819 SE 030 360

Molyson, Joseph T.

Extraterrestrial Life: Processes, Implications, and Applications.

Pub Date-Oct 79

Note-16p.; Paper presented at the meeting of the National Association of Biology Teachers (New Orleans, LA, October 27, 1979).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biology, *Instructional Materials, Science Education, *Science Fiction, Secondary Education, *Secondary School Science

Identifiers-*Extraterrestrial Life, Origin of Life

Provided are background materials relating the study of extraterrestrial life to common biological principles. A history of the creation of the sun and earth is included, as well as a summary of one current theory regarding the origin of life on earth. Relationships are identified regarding possible origins of life on other planets. Factors emphasized as major parameters of favorability for life are stellar mass, planetary mass, presence of liquid solvent, and acceptable amounts of radiation reaching the surface. Universal biological schemes and concepts are reviewed which may be applied in predicting what extraterrestrial life would be like under differing conditions. (CS)

ED 184 323 FL 011 006

Chinese-Mandarin: Basic Course. Volume XII: Lessons 120-131.
Defense Language Inst., Monterey, Calif.
Pub Date-Dec 65
Note-320p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.40; accompanying cassettes $6.40)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Audiolingual Methods, Biographies, Cultural Education, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, *Translation, Writing Instruction
Identifiers-China, *Dialogs (Language Learning)

This is the twelfth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in reading, writing, and translating texts written in Chinese characters is emphasized. Instructional materials in the 12 lessons include dialogues and exercises in reading, writing, and translation. The emphasis of the course is on military science, but other topics include Chiang Kai-Shek, Mao Tze-Tung, the Chinese Communist Party, Abraham Lincoln, George Washington, modern world personalities, Chinese festivals, Chinese New Year, and China's Agriculture. (JB)

ED 184 365　　FL 011 170

Boehmler, Eileen
Blackfeet Language Survey.
Montana Association of Language Teachers.
Pub Date-79
Note-13p.
Journal Cit-Montana Association of Language Teachers Bulletin; v24 n3 p18-29 Fall 1979
Pub Type- Journal Articles (080) - Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, American Indian Culture, American Indian Education, *American Indian Languages, American Indians, Bilingual Education, Children, Cultural Influences, *Language Attitudes, *Language Maintenance, Language Research, *Language Role, Language Usage, Sociolinguistics, *Surveys
Identifiers-*Algonquian Languages, *Blackfeet (Tribe)

A survey is presented of the Blackfeet language that is used in the Browning area of Montana. The purpose of the survey is to determine the extent to which the language is spoken and passed on at home, and the degree of interest in the language among the young people. The results are presented along with comments where appropriate. Generally, it is noted that the grandmother is the strongest family influence regarding the use of the language. Also, it is clear that most students feel their language is important and would like to see it taught in the schools. In the two schools that have a Blackfeet language program, it is evident that the teacher has an important role in the students' attitude toward Blackfeet. (AMH)

ED 184 722 PS 011 370

Roke, Edward J. And Others
Parent Variables in Young Children's Cooperative Behavior.
Pub Date-Apr 80
Note-18p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affection, Behavior Rating Scales, *Children, *Cooperation, *Discipline, Induction, *Parent Child Relationship, Parent Influence, Perspective Taking, *Prosocial Behavior, Sex Differences

It was hypothesized that both parental affection and the emphasizing of the feelings, thoughts, and intentions of others in discipline techniques are related to young children's cooperativeness. The cooperative behavior of 31 children was measured by both naturalistic observation and behavior ratings. Parents were interviewed and responded to five child-rearing situations and a questionnaire. While mothers' discipline was unrelated to observed or rated cooperation, fathers' discipline tended to be positively related to daughters' cooperativeness and negatively related to sons'. Fathers' affection tended to be related to sons' cooperativeness and mothers' affection to daughters' cooperativeness. Significant relationships were also found with other child/family variables. (Author)

ED 184 302 FL 010 712

Brook, Sue Vander And Others

Discourse and Second Language Acquisition of Yes/ No Questions. Proceedings of the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977).

Pub Date-Jun 77
Note-16p.; One of several papers presented at the Los Angeles Second Language Forum.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communicative Competence (Languages), *Discourse Analysis, Grammar, *Intonation, *Language Research, Prediction, Second Language Instruction, *Second Language Learning, *Sentence Structure, Speech Communication, Syntax

Identifiers-*Questions

This study investigates why researchers have trouble determining when learners acquire inverted and statement forms of yes/no questions. Researchers have difficulty designing studies on this subject because this area of language is not fully rule-governed or systematic. The choice of the form may be based on two speakers' foreknowledge of each other, the context of the question utterance, and/or the question's relationship to prior utterances in the dialogue. The question form used is also governed by the degree of pre-supposition of a yes or no answer. The function of the question to elicit information, to change the topic, to indicate understanding or confirmation, to display interest, and to encourage, also contributes to determining whether an inverted question form or a statement form with rising intonation will be used. When questions formed by six Spanish-speaking free-learners of English were compared to those formed by native English speakers, it remained difficult to judge the appropriateness of the question form used because the experimenter could not know the degree of presupposition on the question-asker's part. With a non-native speaker, there is no variable which reflects whether he has internalized the interrelationship between the form and pre-supposition. Without this, language researchers cannot ascertain when the acquisition of inverted and statement question forms occurs in second language learners. (PMJ)

ED 184 405 HE 012 418

Identifying and Encouraging Exemplary Projects of Academic Planning and Budgeting. Management Studies Task Force Series.
National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-Ohio Board of Regents, Columbus.
Pub Date-79
Note-309p.; Parts may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Budgeting, *College Administration, *College Planning, Community Colleges, Data Collection, Decision Making, *Educational Planning, Higher Education, *Management Systems, Needs Assessment, State Universities, Technical Institutes
Identifiers-Kent State University OH, Lorain County Community College OH, Michael J Owens Technical College OH, *Ohio, Ohio University

The efforts are summarized of four Ohio institutions of higher education (Ohio University, Kent State University, Michael J. Owens Technical College, and Lorain County Community College) to develop and improve academic planning and budgeting processes. Supported by a grant by the Ohio Board of Regents and the National Center for Higher Education Management Systems, the project began on June 1, 1978 and lasted one year. At each institution staff designed and carried out tasks specific to those institutions. These included such elements as incorporating formative evaluation in the administrative planning process, increasing the use of information systems, eliminating unnecessary paperwork, facilitating multi-year planning, avoiding conflicting or overlapping committee assignments, making inventories of existing data, drafting management packages, improving data collection and analysis, revising budget submission procedures, and conducting needs assessments. Exemplary activities are highlighted, and all activities are detailed. Appendices include the provost's description and charge to the structural review committee, the structural review committee's final report of May 1979; a compendium of historical information for planning, a description of the staff planning process, sample planning reports to planning units, and a description of the revised procedures for preparing proposals of the current status of the planning process. (MSE)

ED 184 422 HE 012 438

Kershaw, Joseph A.

The Federal Government and Wiliams College.

Williams Coll., Williamstown, Mass. Roper Public Opinion Research Center.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Sep 77

Note-44p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Records, Accessibility (for Disabled), Affirmative Action, Case Studies, College Students, *Compliance (Legal), Disabilities, Employment Practices, Federal Aid, Federal Legislation, *Federal Regulation, Financial Support, *Government School Relationship, Grants, *Higher Education, Institutional Autonomy, Institutional Research, Personnel Policy, Privacy, Research Projects, Safety, *Self Evaluation (Groups), Student Financial Aid, Work Environment

Identifiers-*Sloan Commission Studies, *Williams College MA

A self-study conducted at Williams College to examine the relationship between the college and the federal government, with emphasis on recent years, is described. The following issues are covered: affirmative action and issues of hiring and pay, other new laws and regulations such as the Buckley Amendment and the Occupational Safety and Health Act (OSHA) new entry by established federal agencies such as the Internal Revenue Service, and federal funds going to the college. Opinions were solicited from the college president and key academic and nonacademic staff members. Affirmative action and equal rights laws and regulations have added to the workload of college employees, caused some changes in procedures, and generated sizeable files. The impact of affirmative action on the college's hiring is difficult to assess since the school actively began searching for women faculty members in connection with the decision to become coeducational in 1969. The annual preparation of the Higher Education General Information Survey'' involved considerable time, and unfortunately the information from the survey has not met other reporting or assessment needs. Regulations from the Environmental Protection Agency have required the college to make improvements that were needed but which the college had not established as top priority. OSHA has now become a part of life in the college's buildings and grounds department. It is suggested that requirements to provide access to education for the handicapped bring up the question of whether older buildings need to be put into conformity. Federal funds for student aid and research grants are discussed. (SW)

ED 184 517 IR 008 168

Sanders, Jean E.

Developing and Implementing a Computerized SDI Service for Educational Administrators.

Pub Date-22 Nov 78
Note-146p.; National Ed.D. Program for Educational Leaders, Nova University; Legibility of appendices varies
Pub Type- Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Abstracts, Administrators, Check Lists, *Computer Oriented Programs, Educational Improvement, Formative Evaluation, *Information Dissemination, *Information Retrieval, *Public Schools, Questionnaires, Records (Forms)
Identifiers-*ERIC, *Selective Dissemination of Information

This practicum report describes the development and implementation of an SDI (Selective Dissemination of Information) system for administrators. The purpose of the SDI system was to provide current and economical retrieval and dissemination of the published educational literature in order to encourage educational improvements. Practicum procedures are presented, followed by an examination of evaluative data related to each of six objectives. The report describes the implementation during the one-year period, and presents the results of information utilization in the school districts. The practicum affirmed that supplying relevant information to persons needing it can be accomplished effectively by using the computer terminal. The SDI system succeeded both in bringing knowledge of the ERIC data base to the attention of the administrators, and in making available significant literature in the field of education; the results of user evaluations indicated positive reactions to the service. Pertinent conclusions from related research investigations that were used in developing the practicum strategy are reported, and forms and instruments are appended, as well as a glossary of terms and a bibliography of related reports. (Author/JEG)

ED 184 541 IR 008 217

New Hampshire Library Trustees Handbook.
New Hampshire Library Trustees Assoc., Concord.
Pub Date-77
Note-37p.
Available from-New Hampshire State Library, Concord, NH ($1.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, *Governing Boards, Government Role, Legal Responsibility, *Library Administration, *Public Libraries, State Libraries, *Trustees
Identifiers-*New Hampshire

This guide provides basic information as a reference manual for the use of officials appointed and elected to serve on public library boards throughout New Hampshire, and offers guidance to library governing boards in meeting the challenges of trusteeship of the state's public libraries. Topics covered include trustee qualifications, trustee/librarian relations, trustees' financial and legal responsibilities, the New Hampshire statewide library development program, the New England Document Conservation Center, public relations, public library and school library relations, library organizations, the state library role, the federal government role, library abbreviations, library policies, and a budget guide. A bibliography and a library bill of rights are included. (FN)

ED 184 563 IR 008 248

Hegarty, J. R., Ed. Winter, S. P., Ed.

Educating the Trainers. Proceedings of a Conference for Nurse Educationalists in Mental Handicap (University of Keele, April 21-23, 1978).

Keele Univ. (Great Britain).

Pub Date-Apr 78

Note-100p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiotape Recordings, Audiovisual Aids, *Behavior Change, *Educational Research, Foreign Countries, Hospitals, Inservice Education, Interpersonal Competence, Memory, *Nursing, *Socialization

The aim of this conference was to consider current thinking on behavior modification and social education, and to examine ways in which the psychological and educational concepts and skills involved in these approaches could best be taught to nurses. Over 40 nurse tutors, clinical teachers, and inservice training officers attended the conference. Formal lectures were given by a sociologist and several psychologists working in university and health service settings. Participants also made short presentations of projects relevant to the theme of the conference. Major topics covered include: memory, hospital care, social education and normalization, behavior modification in hospitals and communities, reactions to an audiotaped teaching course, and the contribution of research to understanding of audiovisual media for teaching and training. (Author/JEG)

ED 184 623 JC 800 174

Luna, Pedro R.
Mexican American Cultural Institute Cultural Development In-Service Program.
Rio Hondo Coll., Whittier, Calif.
Pub Date-75
Note-47p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, *Attitude Change, Bilingualism, *Community Colleges, *Cultural Activities, Cultural Awareness, Educational Opportunities, Equal Protection, Ethnic Relations, Ethnic Stereotypes, Faculty Development, Hispanic American Culture,

*Inservice Education, *Mexican Americans, Monolingualism, Pretests Posttests, School Surveys, Self Determination, Social Bias, Two Year Colleges

A study was undertaken by the Mexican American Cultural Institute at Rio Hondo College to determine the effectiveness of an in-service program to increase administrator awareness and understanding of Mexican Americans. A 50-item questionnaire sought information on knowledge of the Mexican American and of Mexican American culture; stereotypes about Mexican Americans; monolingualism and bilingualism; law and law enforcement; Anglo and Mexican American relationships; Mexican American self-determination; parents, culture, and community; opportunity in schools; and the melting pot and equality-for-all syndrome. Of the 26 program participants, 20 responded to both a pre- and post-test. Their answers were compared to those of a control group of 10 Chicano professors. Study results show that, after the program, the responses of the experimental group moved significantly closer to those of the control group on only 8 of the 50 items. The perceptions of the groups differed with regard to: (1) the meanings of Spanish American'' and Mexican American''; (2) the role of employer-held stereotypes in retarding the upward mobility of Mexican Americans; (3) the degree to which Mexican Americans enjoy equal protection under the law; (4) Anglo perceptions of the ability of Mexican Americans to participate in government; (5) the value of school as an educational institution; and (5) the opportunity for advancement of immigrants in the United States. The questionnaire is appended. (JP)

ED 184 660 PS 011 203

Nash, Sharon Churnin Feldman, S. Shirley

Responsiveness to Babies: Life-Situation Specific Sex Differences in Adulthood.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.; Stanford Univ., Calif. Boys Town Center for the Study of Youth Development.

Pub Date- 78

Grant-NIMH-1-R03-MH-28264-01

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Comparative Analysis, *Fathers, *Infants, *Interest Inventories, *Mothers, Parent Attitudes, Questionnaires, *Responses, *Sex Differences, Sex Role, Situational Tests

Identifiers-*Bem Sex Role Inventory, Feminine Interest Questionnaire, Masculine Interest Questionnaire

Responsivity to babies was observed in 96 mature adults representative of three junctures of parenthood: parents of infants, parents of 8-9 year olds, and parents of adolescents. Among the measures used were reactions to an unfamiliar infant in a waiting room situation, interest in pictures of babies versus other objects, and sex-role concept and attitudinal questionnaires. Stage of family life cycle affected women's responsivity but not men's. New mothers displayed a heightened, generalized interest in babies which is optimally timed and functional in terms of sex-differentiated role requirements. A possible confounding between cohort effects and stage in the family life cycle was examined and rejected. Traditionally sex-typed behaviors were reinterpreted as life-situation specific rather than general traits. (Author)

ED 184 779 RC 011 961

Hollow, Kitty, Ed. Heuving, Jeanne, Ed.

Indians in Careers.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-57p.

Pub Type- Guides - Classroom - Learner (051) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Acculturation, *American Indians, Career Awareness, *Career Exploration, *Career Guidance, Employment Opportunities, *Ethnicity, Human Services, Interviews, Job Skills, Occupations, Reading Materials, *Role Models, *Secondary Education, Self Actualization, Self Determination, Tribes

Identifiers-Washington

Every student in high school is faced with the question of what to do after graduation. American Indian students, whether on or off reservations, need ideas as to what is available to them. This compilation of interviews with 10 individuals who are maintaining their Indian identity'' and making contributions in the working world provides role models of Indian adults in various careers. Those interviewed discuss what a typical day is like, what they like best and least about their job, and what it took to get where they are. Following each interview is a brief summary of the career, providing information about training and qualifications, employment outlook, salary expectations, pros and cons of the career, related jobs, and where to write for further information. Photographs show each person interviewed at work. Those interviewed are John Kauffram, actor; Steven Old Coyote, rancher; Pete Bolima, land planner; Harry Wong, real estate agent; Sandy Charwood, bus driver; Ron Shaw, doctor; Maiselle Bridges, tribal councilwoman; Cooney Starr, bank teller; Claudia Kristovich, secretary; Jim Desautel, television reporter; Kitty Hollow, teacher; Mary Lou Marcyes, fisherwoman; and Harold Belmont, alcoholism counselor. (Author/NEC)

ED 184 798 RC 011 984

United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-50p.; Text on colored paper may not reproduce clearly.
Available from-UIATF, Daybreak Star Press, Discovery Park, Seattle, WA 98199 ($2.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indian Culture, *American Indian Education, *American Indians, *Childrens Literature, Cultural Activities, *Cultural Background, Enrichment Activities, Large Type Materials, Life Style, Primary Education, *Reading Materials, Resource Materials, Sociocultural Patterns, Teaching Guides, Tribes
Identifiers-American Indian History, *Sealth (Chief), *Suquamish (Tribe)

Written from the Indian's point of view, these resource materials for primary grade social studies curriculum tell the story of the Suquamish Indians and their most important leader, Chief Sealth (after whom the city of Seattle was named). Focusing on the life of the Suquamish in the 1800's, the narrative text and full page line drawings in the student booklet describe where the tribe lived, what they ate, what they believed about the world around them and their relation to it, and what happened to the Suquamish after the arrival of the first European explorers (the settlement of whites on the land and the displacement of Indians to the reservation). The accompanying teacher's guide includes learning objectives (points that the student will be able to state in writing or discussion), suggestions for reading the student book, discussion questions, suggested activities, supplementary notes, and additional resources for the classroom. (NEC)

ED 184 494 HE 012 561

Ihlanfeldt, William
Achieving Optimal Enrollments and Tuition Revenues.
Pub Date-80
Note-267p.
Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104 ($14.95)
Pub Type- Books (010) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*College Attendance, College Choice, Educational Demand, *Enrollment Influences, Enrollment Projections, *Higher Education, Income, *Marketing, Organizational Objectives, Program Effectiveness, School Holding Power, Student Attrition, Student College Relationship, *Student Recruitment, *Tuition

A modern marketing approach to student recruitment is offered as a means of facilitating institutional planning, enhancing communication with prospective students, improving enrollment forecasting, and eliminating unexpected shortfalls in tuition income. Marketing is distinguished from mere salesmanship and discussed in a practical program of research, planning, and action that can be implemented by the administrative team at any college or university. Part One: Designing and Conducting Market Research examines factors affecting college choice and current data on current, entering, and potential students. Part Two: Planning the Marketing Effort sets the foundation for effective planning by identifying the markets. Part Three: Implementing Market Strategies discusses promotion and various institutional strategies. The concluding section offers information on the various resource tools that can be employed such as worksheets, handbooks, and reports from offices of education. References and an index are provided. (LC)

ED 184 820 SE 030 365

Holmes, Barbara J. Wright, David
What Do Young Adults Know About Science? Some Results From Two National Assessments.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Report NO.-NAEP-08-S-50
Pub Date-Feb 80
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-24p.
Available from-National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($1.00).
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, Educational Research, Educational Trends, Elementary Secondary Education, *National Surveys, *Science Education, *Scientific Literacy, *Secondary School Science, *Young Adults

Data for this report come from the National Assessment of Educational Progress (NAEP), gathered in three science assessments of 9-, 13-, and 17-year-olds, and youqg adults. The assessments were conducted in 1969-70, 1972-73, and 1976-77. This paper focuses on changes in science knowledge of young adults from the second assessment to the third assessment and compares performance of young adults with that of 17-year-olds. Results report a uniform decline in scientific literacy among young adults and 17-year-olds, with no difference between the two groups in their performance on science exercises. Observations are also noted regarding patterns of responses as to gender, minority groups, and social factors. (CS)

ED 184 845 SE 030 462

Sobol', I. M.

The Monte Carlo Method. Popular Lectures in Mathematics.

Chicago Univ., Ill. Dept. of Mathematics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-74

Grant-NSF-G-8847(MA)

Note-72p.; For related documents, see SE 030 460-465. Not available in hard copy due to copyright restrictions. Translated and adapted from the Russian edition.

Available from-The University of Chicago Press, Chicago, IL 60637 (Order No. 767493; $4.50).

Pub Type- Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Mathematics, Higher Education, *Mathematical Applications, *Mathematics, Mathematics Education, Mathematics Instruction, *Probability, *Simulation, *Statistics

Identifiers-*Monte Carlo Methods

The Monte Carlo Method is a method of approximately solving mathematical and physical problems by the simulation of random quantities. The principal goal of this booklet is to suggest to specialists in all areas that they will encounter problems which can be solved by the Monte Carlo Method. Part I of the booklet discusses the simulation of random variables. Part II gives examples of applications of the Monte Carlo Method. (Author/MK)

ED 184 324 FL 011 007

Chinese-Mandarin: Basic Course. Volume XIII: Lessons 132-143.

Defense Language Inst., Monterey, Calif.
Pub Date-Aug 66
Note-319p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.35; accompanying cassettes $7.20)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Audiolingual Methods, *Cultural Education, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, Translation, Writing Instruction
Identifiers-China, *Dialogs (Language Learning)

This is the thirteenth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in reading, writing, and translating texts written in Chinese characters is emphasized. Instructional materials in the 12 lessons include dialogues and exercises in reading, writing, and translation. The emphasis of the course is on military science, but other topics include recreation in China, China's commerce and industries, education in China, and Chinese arts, literature, philosophy, and religion. (JB)

ED 184 366 FL 011 171

Rubinstein, Robert A.

Subtractive'' Bilingualism in Northern Belize.

Pub Date-79

Note-38p.; Paper presented at the Annual Meeting of the American Anthropological Association (Cincinnati, OH, November 27-December 1, 1979).

Available from-The University of Chicago, 5801 S. Ellis Avenue, Room 601, Chicago, IL 60615

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingualism, *Bilingual Students, *Cognitive Development, *Cultural Influences, *English (Second Language), Intelligence, Sociocultural Patterns, Sociolinguistics, Spanish, *Spanish Speaking

Identifiers-*Belize, Central America

Subtractive'' bilingualism in Northern Belize is analyzed based on an extension of a model by Wallace Lambert. The impact of English language instruction on Spanish speaking children in Corozal Town, the northernmost urban center in the British colony of Belize, Central America, is described. This description extends an earlier account of education and bilingualism there (Rubinstein, 1979) and seeks to make explicit the links between social and cognitive processes in the development of Spanish-English bilingualism in Corozal Town. Lambert's distinction between additive and subtractive bilingualism is considered, and an attempt is made to distinguish between different types of subtractive bilingualism, the processes that underlie them, and the environmental conditions in which each may occur. A random sample of 56 Spanish speaking children between the ages of 5 and 17 was divided into two groups stratified by age and sex. One group was tested and interviewed in Spanish, and the other was tested and interviewed in English. It is concluded that the learning of English by Spanish speaking children in Corozal Town is socially subtractive because of the milieu in which it occurs: English is often taught with the intention that it replace students' first language (not that it supplements it), and this view is shared by many adults and children. The cognitive enhancement view of bilingualism does not recognize that the social setting of the bilingual experience may have cognitive consequences. (SW)

ED 184 474 HE 012 522

Brooks, Norward J.
The Future of Community Colleges.
Pub Date-5 Feb 80
Note-21p.; For related documents see HE 012 521-524
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Articulation (Education), Blindness, Collective Bargaining, College Faculty, *Community Colleges, Competition, Deafness, *Declining Enrollment, *Educational Finance, Educationally Disadvantaged, *Educational Trends, *Futures (of Society), Higher Education, *Nontraditional Students, Part Time Faculty, Proprietary Schools, Tenure, Two Year College Students, Vocational Education, Womens Education

Declines in financial resources and enrollment, and competition for students, are seen to be the principal factors in the future of community colleges. Financial resources have been diminished by cutbacks in federal and state funds, declining enrollment and the underrepresentation of nontraditional students in formula funding, and inflation. Headcount enrollments have been increasing because of the nontraditional student population, but at a decreasing rate. The community colleges are competing for students with proprietary schools as well as other postsecondary institutions, partly due to the recent wider availability of student aid. It is proposed that the challenge to community college administrators is to find underserved groups and new student constituencies whom the college can serve even uqder the current uqcertain conditions of public financing. Among these groups may be the blind and deaf, women over 25, and the educationally disadvantaged. New modes of articulation and cooperation with other agencies will be needed. This will probably affect the hiring practices for faculty and administrators, perhaps adversely. (MSE)

ED 184 584 IR 008 281

Hall, Richard B.
LSU: The Library Space Utilization Methodology.
Illinois Univ., Champaign. Graduate School of Library Science.
Report NO.-UI-Occas-Pap-141
Pub Date-Dec 79
Note-32p.
Available from-Publications Office, 249 Armory Building, Graduate School of Library Science, University of Illinois, Champaign, IL 61820 (1980 subscription $7.00; individual papers $2.00 each)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Architectural Research, Building Design, *Computer Programs, Evaluation Methods, *Facility Utilization Research, Library Administration, *Library Facilities, *Library Planning, *Public Libraries, Research Methodology, *Space Utilization

A computerized research technique for measuring the space utilization of public library facilities provides a behavioral activity and occupancy analysis for library planning purposes. The library space utilization (LSU) methodology demonstrates that significant information about the functional requirements of a library can be measured and displayed in a quantified form. It has primary importance as one of the first applications of computerized research techniques to the field of library facility planning. LSU has been designed to be utilized by library management, library building consultants, and architects. It measures activity or spatial relationships between functional divisions within the library as well as determining occupancy factors for the respective divisions of library staff and the public. The methodology provides a behavioral analysis of the library environment based on actual observation. This information can be cost-effectively displayed in a library's building program to enhance the probability of a more functionally efficient design. LSU is akin to behavioral studies such as tracking studies, time and motion studies, circulation pattern studies, space-time log studies, traffic flow studies and queuing theory studies. (Author/RAA)

ED 184 604 JC 800 053

Roueche, John E. And Others
Confronting Student Attitudes.
Pub Date- 79
Note-36p.; Prepared for the Media Systems Series in Creative Teaching.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Change, Attitude Measures, Attitudes, Beliefs, Bias, *Change Strategies, *Classroom Techniques, Community Colleges, Definitions, Identification (Psychology), Learning Modules, Negative Attitudes, Pretests Posttests, Role Models, Role Playing, Socialization, *Student Attitudes, Student Teacher Relationship, Teacher Attitudes, Teacher Education, Teacher Response, *Teaching Methods, Two Year Colleges, Values

Text and accompanying exercises are provided in this two-part learning module that was designed to acquaint instructors with techniques for influencing student attitudes. Part I defines five attitudinal concepts, beginning with those which are most resistant to being changed and then discussing those which are less resistant to change: (1) beliefs (the abstract perceptions of some relationship between two things, or between some thing and one of its characteristics); (2) values (systems by which an individual measures events, objects, or persons as worthwhile or valueless, good or bad); (3) prejudices (judgements formed prior to a careful examination of a subject); (4) attitudes (combinations of emotional and intellectual tendencies to act toward a situation in a particular manner); and (5) preferences (choices between one thing or person over another). Part II outlines and describes five techniques for managing student attitudes: use of authority, role-playing, introduction of cognitive dissonance, social learning through control of the classroom environment, and identification and modeling. In addition to exercises designed to reinforce the concepts as they are presented, the module provides pre- and post-tests and a self-assessment inventory that helps the instructor determine his/her feelings toward managing student attitudes. (JP)

ED 184 642 JC 800 207

Mangano, Joseph A. Corrado, Thomas J.

Toward a Taxonomy of Adult Two-Year College Student Needs.

Pub Date-Apr 80

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Students, Adult Vocational Education, Basic Skills, Classification, College Administration, College Faculty, Community Colleges, *Educational Needs, Individual Development, Needs Assessment, *Reentry Students, *Student Attitudes, Student Characteristics, Student Development, Student Personnel Services, Study Skills, Surveys, *Teacher Attitudes, Technical Institutes, *Two Year Colleges, *Two Year College Students

A survey was conducted at six representative New York State two-year colleges to: (1) determine the relative importance of selected educational needs for students and staff in the business, health services, and trade/technology curricula; and (2) taxonomize the needs of re-entry adult students. Survey respondents included 561 traditional students (18 to 24 years of age), 529 adult re-entry students (25 years of age or older), and 199 faculty and staff. The survey instrument, administered both on campus and through the mail, consisted of 10 demographic items and 75 items focusing on collegiate services and activities in five categories: academic survival skills, personal-social development, instructional policies and practices, administrative policies, and student support services. Participants ranked each item according to a five-point Likert scale as being of No Importance'' to Very High Importance.'' Analyses were performed on both the item and category levels. A taxonomy of needs was constructed by ranking items with means greater than one-half of the standard deviation above the overall mean as First Order; Third Order items had means less than one-half of the standard deviation; and Second Order items ranked between these points. The survey report compares the responses of the three participant groups, summarizes the adult needs taxonomy, and discusses the implications of the findings. (JP)

ED 184 701 PS 011 341

Koester, Lynne S. Farley, Frank H.

Sex Similarities in Children's Physiological, Task Performance and Observed Behavior Patterns.

Pub Date-Apr 80
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, APRIL 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aggression, *Arousal Patterns, *Behavior Patterns, Behavior Rating Scales, Classroom Observation Techniques, Elementary Education, *Elementary School Students, Grade 1, Psychological Patterns, *Sex Differences, Student Behavior, *Student Evaluation, Visual Discrimination

Ninety-eight first grade children were observed and tested on measures of classroom behavior, task performance, and physiological arousal level. In general, sex differences were found to be minimal, and were significant on only three out of the eighteen variables investigated. Results indicated that males were rated by teachers and observers as having significantly more classroom behavior problems and as being more aggressive. Males and females scored differently on only one performance measure, that of visual discrimination, in which case females made significantly fewer errors. Measures of both tonic and phasic arousal levels failed to differentiate between the two sexes. Implications of research efforts which essentially reveal stronger similarities than differences between male and female children are discussed. (Author/MP)

ED 184 723 PS 011 373

Ames, Gail Johnson

When Two Wrongs Make a Right: Promoting Cognitive Change Through Social Conflict.

Pub Date-Apr 80

Note-26p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Development, *Conflict, *Conservation (Concept), *Elementary School Students, *Interaction, Modeling (Psychology), *Peer Influence

Identifiers-Cognitive Dissonance

The effects of different conditions of peer interaction on the conservation judgments of first and second grade children were investigated. Children were subjected to either a control group situation or one of four types of peer interaction (cognitive conflict, social interaction, modeling, or cognitive dissonance) in which they were presented with incorrect information which conflicted with their prior incorrect beliefs. The reason for presenting incorrect information was to assess unambiguously the effects of peer conflict in promoting cognitive change. Subjects were assessed for (1) the number of response changes from pretest to posttest, and (2) changes in conservation scores from pretest to posttest on conversation of mass and length problems. Results indicated that, compared to control subjects, subjects in the four peer interaction conditions changed significantly more answers after the conflict exposure. Subject in all groups except the social interaction group changed their answers in the direction of the incorrect information presented in the conflict situation. Subjects in the social interaction group exhibited more total changes than any other group, and the changes were in the direction of conservation judgments rather than conflicting nonconservation judgments. (Author/SS)

ED 184 761 RC 011 939

The Secondary Itinerant Teacher Service in South-West Queensland. Priority Country Area Program Evaluation Series, Report No. 2.

Priority Country Area Program Office, Brisbane (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-Apr 79
Note-10p.; For related documents see RC 011 938-40.
Pub Type-Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correspondence Study, *Delivery Systems, Demonstration Programs, Elementary Education, *Home Visits, *Itinerant Teachers, Mobile Educational Services, Outreach Programs, Program Descriptions, Program Evaluation, Rural Areas, *Rural Education, *Teacher Role
Identifiers-*Australia (Queensland)

Interviews, program documents, progress reports supplied by the secondary itinerant teacher, and results of a questionnaire survey conducted by the itinerant teacher provided information for a brief, interim evaluation of the Secondary Itinerant Teacher Service. The service has endeavored to help all students (including adults) enrolled with the Secondary Correspondence School (SCS); it dates from August 1977 and has had a staff of 1 secondary teacher, specializing in math and science, who is responsible for the whole of the South-West Priority Country Area (320,000 km squared). In comparison with the Primary Itinerant Teacher Service, the secondary itinerant teacher appears to have achieved a higher proportion of student contact time, presumably because more secondary students are grouped in urban centers; nevertheless, survey results suggest that most students would like one visit every four weeks, or twice the number they are receiving. Opinions expressed in the survey of students and Home Supervisors and in the comments of SCS staff, support the view of the secondary itinerant teacher that the service has been well received. Benefits perceived by SCS staff include higher student retention rates, better work, and improved return of papers. Overall, there appears to be a good case for continuing development of the service upon the lines already established. (JH)

ED 184 303 FL 010 713

Lindholm, Kathryn J. Padilla, Amado M.

Bilingual Children's Use of Language Mixing and Switching. Proceedings of the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977).

Pub Date Aug 77

Note-12p.; One of several papers presented at the Los Angeles Second Language Forum.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, Bilingual Students, Child Language, *Code Switching (Language), English, *Interference (Language), *Language Research, Language Variation, *Second Language Learning, Spanish, Spanish Speaking, *Vocabulary

The linguistic interactions in the speech of bilingual children is systematically examined to determine their ability to differentiate between their two language systems. The speech samples of eighteen bilingual (Spanish-English) children aged two to six were examined for instances of deviation from the norms of the language of utterance due to familiarity with more than one language. Language mixing within a sentence boundary (Yo tengo un car,''   I have a car'') and phrasal interaction (I ask him que yo voy a casa,'' I asked him if I should go home) are considered. Language switching at the sentence boundary (e.g.,

Experimenter: What are you doing?'' Child: Estoy jugando con mis juguetes'') is also discussed. Tabulated statistics reveal the breakdown of the linguistic interactions. Only 1.7% of the children's speech contains language mixing, usually the insertion of an English noun into a Spanish environment. That the children are conscious of the mixing is evident from its consistency. Language switching accounted for only 1% of the children's speech. Children appear to mix and switch for three reasons: (1) to test or mock the experimenter, (2) because the child momentarily forgets the correct word, or (3) the mixed word was more salient in the child's environment. (PMJ)

ED 184 386 HE 012 309

The Admissions Testing Program Summary Reports: College-Bound Seniors, 1979.

College Entrance Examination Board, New York, N.Y.
Pub Date-Aug 79
Note-654p.
Available from-College Entrance Examination Board, Box 2815, Princeton, NJ 08540.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *College Bound Students, College Choice, *College Entrance Examinations, College Preparation, College School Cooperation, Comparative Analysis, Educational Planning, Grades (Scholastic), High Schools, *High School Seniors, Majors (Students), Relevance (Education), Socioeconomic Influences, *State Surveys, Statistical Analysis, *Student Characteristics, Student Educational Objectives, *Test Results

The Admissions Testing Program's (ATP) Summary Reports for the 50 states on information concerning 1979 college-bound high school seniors compose this collection. Information was obtained by student descriptive questionnaires, Scholastic Aptitude Tests, Achievement Tests, and the Test of Standard Written English. Areas examined were test scores, high school records, socioeconomic characteristics, intended college majors, college plans, and type of high schools producing the students. The purpose of the reports is to aid institutions in greater understanding of the factors involved with preparing high school seniors to enter postsecondary education. Additional information about the reports can be obtained by contacting one of the six regional offices listed on the back cover of each individual report. (LC)

ED 184 440 HE 012 465

Impact of State and Federal Regulation and Reporting Requirements on Miami-Dade Community College: Institutional Self Study.

Miami-Dade Community Coll., Fla.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Oct 77

Note-214p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Academic Records, Case Studies, College Administration, College Planning, *Community Colleges, Community Education, *Compliance (Legal), Educational Finance, Educational Opportunities, Employment Practices, *Federal Regulation, *Government School Relationship, Higher Education, Institutional Autonomy, Institutional Research, Job Placement, Noncredit Courses, Personnel Policy, *Recordkeeping, Self Evaluation (Groups), State Government, States Powers, Statewide Planning, Veterans, Vocational Followup

Identifiers-*Miami Dade Community College FL, *Sloan Commission Studies

Results of a self-study conducted by Miami-Dade Community College, Florida, on the impact of state and federal regulation and reporting requirements are presented. The following areas have resulted in difficulties for the college in dealing with regulatory requirements: the Family Rights and Privacy Act (Buckley Amendment); administration of Veteran's program and benefits; Veteran's Administration requirements for students enrolled in the Life Lab Program; statewide course designation and numbering project; State of Florida retention schedule; the impact of placement and followup requirements; community instructional services program; occupational advisory councils; impact of state and federal regulations and reporting on the college personnel office; increase in state reporting relative to capital outlay projects, mail and activity inventory; and the impact of state and federal regulations on the content of the meetings of major college committees. Among the observations are the following: (1) funds are not being provided to offset the costs associated with new reporting and regulation requirements; (2) there has been an invasion of academic decision-making by the state and federal governments; (3) there is a decline in morale among faculty and staff of colleges and universities that may be related to regulations, expenditures, and declining attention of administrators to concerns for programs and students; and (4) changes and additions to reporting and regulation requirements interfere with planning efforts. Interview questions are appended. (SW)

ED 184 456 HE 012 483

The University of Alabama: A Study in Bureaucracy.

Alabama State Univ. System, Montgomery.
Spons Agency Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-77
Note-51p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Records, Affirmative Action, *Budgeting, Bureaucracy, *Compliance (Legal), Curriculum Development, Curriculum Evaluation, Educational Finance, Federal Government, Federal Legislation, *Federal Regulation, *Government School Relationship, *Higher Education, Self Evaluation (Groups), State Boards of Education, State Government, Statewide Planning
Identifiers-*Sloan Commission Studies, *University of Alabama

Some of the bureaucratic forces that affect the University of Alabama are discussed. External forces include the federal and state governments, the statewide coordinating body for higher education, accrediting agencies, and the university system under which the institution operates. Other forces are at work internally that compound the bureaucratic process, usually in the name of planning or efficiency or accountability. One way in which the Legislature of Alabama responded to its growing interest in education was the creation of the Alabama Commission on Higher Education (ACHE). Three different budget requests are compiled by the university: one for the university system, one for ACHE, and a third for the state budget office. While each contains essentially the same dollar figures as the others, it is prepared in different forms, based on the requirements of each agency. Passage of a budget by the state legislature is not the end of the process, because the next budgeting cycle begins and the institutions must file followup reports. Both the university system and ACHE are involved in the program development and review process, and the legislature is involved in a limited degree. At the heart of the controversy over federal regulations in higher education are affirmative action plan requirements, Title IX, and the Buckley Amendment. The largest amount of governmental reporting is required by routine paperwork in the areas of contracts and grants and financial aid. The effects of bureaucracy on faculty members and university administrators are considered. (SW)

ED 184 542 IR 008 221

Palmer, Joseph W.

The Ownership and Use of Experimental Films in Public Libraries of New York State.

Pub Date-Oct 79
Note-262p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Films, *Library Circulation, *Library Collections, Library Materials, Library Services, *Library Surveys, *Publicity, Public Libraries, Use Studies
Identifiers-*Experimental Films, *New York

A survey of the ownership and use of experimental films by 22 libraries in New York State concludes that the keys to increased access and use of these films are substantial state or regional backup collections available at low or no cost to individual systems; provision or promotional and educational materials to advertise these works to patrons and librarians; and an outreach program to the potential users in the community. Strong collections of experimental films do exist at New York City, Nassau Couqty, Brooklyn, Rochester, and Chautauqua-Catteraugus; however, the majority of collections outside the metropolitan areas are weak. Circulation varies according to type of film, the community served, and the promotional activities of the owning library. While circulation outside of the urban areas tends to be low, statistics on one upstate system suggest audiences can be developed for experimental films even in highly rural areas if the film administrator is knowledgeable about the genre and is dedicated to their promotion. The study analyzes film catalogs, circulation figures, and the interviews with local administrators, and cites arguments for and objections to experimental films in public libraries. Data gathered for the study are provided throughout the text and in four appendices. (Author/RAA)

ED 184 564 IR 008 251

Index/Directory of Women's Media. To Increase Communication Nationally and Internationally among Women.

Women's Inst. for Freedom of the Press, Washington, D.C.
Pub Date-80
Note-89p.
Available from-Women's Institute for Freedom of the Press, 3306 Ross Place, NW, Washington, DC 20008 ($8.00).
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Aids, Authors, Cable Television, Commercial Television, *Directories, *Educational Resources, Employed Women, *Periodicals, *Publications, Radio, Womens Education, *Womens Studies

This directory includes two sections: women's media groups, and individual media women and media-concerned women. In the first section, there are listings of periodicals, presses/publishers, news services, columns, radio-TV groups, regular programs-radio, regular programs-TV, video and cable, film, multi-media, music, arts, writers groups, public relations/author's agents, speakers bureaus, courses, media organizations/media change, media guidelines, distributors, bookstores and mail order, library collections, and selected directories and catalogs. Most sections are arranged in geographical order by zip code and country, with an alphabetical cross index at the end of that section. The individuals listed in the directory are voluntary entries, written by the individual. (JEG)

ED 184 624 JC 800 175

Luna, Pete R.

Zero-Based Budgeting: Application to Chicano Studies at a Community College.

Rio Hondo Coll., Whittier, Calif.
Pub Date-10 Apr 78
Note-46p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees, Average Daily Attendance, *Budgeting, *Community Colleges, Departments, *Enrollment Trends, *Ethnic Studies, Interdisciplinary Approach, *Mexican American Education, Mexican Americans, Program Administration, Program Development, Two Year Colleges
Identifiers-*Chicano Studies, *Zero Base Budgeting

Enrollment trends and zero-based budgeting techniques are employed to justify continued support of Rio Hondo College's Mexican American Cultural Institute. After introductory material discussing the usefulness of zero-based budgeting in assuring fiscal accountability, the report identifies three Chicano Studies alternatives: an Associate of Arts (AA) degree program organized under a formal Mexican American Studies Department; an interdisciplinary AA program under the direction of a full-time coordinator; and an umbrella program in which bilingual programs, early childhood education, and exploratory programs would be consolidated into one department. A rationale for Chicano Studies is then presented, followed by a discussion of enrollment trends at the college, demonstrating: (1) the relative strength of enrollment growth at the Cultural Institute compared with other college programs, (2) the resultant decrease in cost per average daily attendance (ADA) at the Institute, and (3) the ADA figures generated throughout the college by the existing interdisciplinary courses related to Mexican American/Bilingual Studies. The report concludes with the results of a zero-based budget analysis which show that the establishment of a formal Mexican American Studies Department is the most cost effective of the three Chicano Studies Program alternatives. Decision packages for each alternative are appended. (JP)

ED 184 661 PS 011 205

Pollard, Esther Dean, Comp. Morin, Patricia E., Comp.
PACT: Parents And Children Together. An Alternative to Foster Care.
Wayne State Univ., Detroit, Mich.
Pub Date-79
Note-173p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Crisis Intervention, *Family (Sociological Unit), Family Problems, *Foster Children, *Home Programs, Innovation, *Low Income Models, Parent Education, Program Content, Program Evaluation, *Risk, *Social Development, Social Services

This report describes the Detroit, Michigan, Parents and Children Together (PACT) project which provides an intensive, home based intervention service to low-income families who have, or are at risk of having, a child placed in foster care. Part I of this report describes how staff members are selected and trained, how goals are formulated for each family, and how objectives are met. Part II consists of two reports. Given first are descriptive statistics on the client population, delivery of service, and status outcomes after two months of service. In addition, a non-experimental research project involving 51 families studied over a four-month period is reported. In Part III conclusions and implications are discussed regarding changes in the PACT program and services to families in a broad social context. In this report an attempt is made to describe PACT's philosophy and operation in sufficient depth and detail so that it can serve as a model for others who are seeking an alternative to foster care.'' Editors emphasize that the project model should not be considered a product; it is a model of a flexible, responsive process based on specially trained personnel, close interpersonal relationships between caseworker and client, programing responsive to client needs, and systematic case monitoring. Project materials and forms are included in 16 appendices. (Author/RH)

ED 184 681 PS 011 321

Nutrition Education, Grades K-3. Health Education: Physical Dimension of Health.

New York State Education Dept., Albany. Bureau of School Health Education and Services.
Pub Date-79
Note-118p.; For related documents, see PS 011 322-323
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Comprehension, *Course Objectives, *Curriculum Development, Elementary School Students, Grouping (Instructional Purposes), *Instructional Materials, *Learning Activities, *Lesson Plans, *Nutrition Instruction, Primary Education, State Curriculum Guides

This curriculum guide, designed to facilitate nutrition education in grades K through 3, can be used as a basis for curriculum development at the school district level or as a basis for teachers' daily lesson planning. Curriculum materials are prefaced by a list of nutrition concepts and understandings, an objective-based grade placement chart and 31 suggestions for evaluating learner comprehension. Materials focus on the development of food, the uses of food, factors influencing eating patterns, and food advertisements. The guide is arranged by topic, subtopic, terminal objectives, enabling objectives, learner activities and teacher information. The topics and subtopics provide the teacher with a means for identifying the desired broad area of nutrition. Learner activities are intended to assist pupils in achieving the enabling objectives. Finally, the teacher information section provides the teacher with information needed to facilitate the implementation of the learner activities. A list of books and related resources and a chart of the nutritive value of some foods is appended. (Author/RH)

ED 184 743 RC 011 788

Carter, Thomas P.

Interface between Bilingual Education and Desegregation: A Study of Arizona and California.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Grant-NIE-78-0128
Note-153p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Administrative Problems, *Bilingual Education, Community Attitudes, Court Litigation, Definitions, Delivery Systems, Demonstration Programs, Desegregation Litigation, Educational Legislation, Educational Philosophy, *Educational Planning, Educational Policy, Equal Education, Literature Reviews, Magnet Schools, *Mexican Americans, Non English Speaking, Program Development, *Racially Balanced Schools, Research Needs, *School Desegregation, Spanish Speaking
Identifiers-Arizona, *Brown v Board of Education, California, *Lau v Nichols

There is no inherent conflict between bilingual education and desegregation; only lack of creativity and lack of commitment deter implementation of bilingual programs in racially balanced schools. A review of literature related to the Brown v. Board of Education and Lau v. Nichols decisions revealed that bilingual education and school desegregation can and do coexist even though they appear to be contradictory (i.e., historically, desegregation has dispersed minority group students, and bilingual programs have concentrated them). Federal guidelines for the Lau decision have created unnecessary confusion among educators and within the Mexican American community regarding what is required and expected of bilingual education. A field study of school districts in California and Arizona yielded insights into the process of developing bilingual education in desegregated schools, but no school district provided a model program. Those planning bilingual education in a desegregated setting must first develop a master plan'' committed to establishing equal educational opportunity and then carefully integrate bilingual programs into that plan, providing methods that encourage Anglos and Blacks to participate in bilingual education, that maintain a critical mass'' of LES/NES (Limited English Speaking/Non-English Speaking) students arouqd which to develop bilingual programs, and that ensure adequate staffing. (JH)

ED 184 799 RC 011 985

Heuving, Jeanne
United Indians of All Tribes Foundation, Seattle, Wash.
Pub Date-79
Note-63p.; Photographs will not reproduce.
Available from-UIATF, Daybreak Star Press, Daybreak Star Center, Discovery Park, Seattle, WA 98199 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture, *American Indian Reservations, American Indians, Cultural Activities, Cultural Background, Elementary Education, Employment, Fisheries, Geographic Location, *Life Style, Nonreservation American Indians, Occupational Mobility, Photographs, Reading Materials, *Reservation American Indians, Resource Materials, *Sociocultural Patterns, Teaching Guides, *Tribes
Identifiers-American Indian History, *Suquamish (Tribe), Washington

The purpose of these elementary grade social studies resource materials is to portray the continuity of the life of the Suquamish Tribe on the Port Madison Reservation in western Washington. The photographs accompanying the text in the student booklet document the coming together of Indian and non-Indian cultures: the gathering style of life centered around the longhouse, the signing of the Point Elliot Treaty forming the Port Madison Reservation, the forced attendance of children at boarding schools, and the construction of the Trident Submarine Base bringing an influx of non-Indians to the Reservation. The teacher's guide outlines goals and objectives, provides detailed background notes and captions for the photographs, lists discussion questions, suggests additional learning activities, and includes an extensive bibliography of selected references for the classroom, teacher background materials, and other Daybreak Star Press publications. While the point of view is almost exclusively restricted to the Suquamish Tribe, much that is said is true of other Puget Sound and Northwest tribes. (NEC)

ED 184 846 SE 030 463

Fomin, S. V.

Number Systems. Popular Lectures in Mathematics.

Chicago Univ., Ill. Dept. of Mathematics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-74

Grant-NSF-G-8847(MA)

Note-47p.; For related documents, see SE 030 460-465. **Not available in hard copy due to copyright restrictions. Translated and adapted from** the Russian edition.

Available from-The University of Chicago Press, Chicago, IL 60637 (Order No. 256693; $3.50).

Pub Type- Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Mathematics, Computers, Higher Education, *Mathematical Applications, *Mathematics, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Number Systems

The origin, properties, and applications of various number systems are discussed. Among the 15 topics discussed are: tests for divisibility, the binary system, the game of Nim, computers, and infinite number representations. (MK)

ED 184 345 FL 011 145

Sieqman, Aron W., Ed. Feldstein, Stanley, Ed.

Of Speech and Time: Temporal Speech Patterns in Interpersonal Contexts.

Pub Date-79

Note-230p.

Pub Type- Books (010) - Reports - Research (143) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-Discourse Analysis, Individual Characteristics, *Interpersonal Relationship, *Language Patterns, Language Processing, *Language Rhythm, *Personality, *Self Concept, *Speech Communication, *Time Perspective

The temporal patterning of speech, primarily within the context of interpersonal exchanges, is traced in this cross-section of research exploring the major directions such studies have taken. Eighteen authors contributed selections to support the thesis that time as a dimension of speech reflects many of the important processes that occur during speech production. The contributions range from theoretical notions about the origin of language to the time patterns that characterize the development of speech. The relationship between the pacing of adult conversation and self-reported personality attributes is also discussed. Some articles examine the relationship of the temporal structure of speech to speech production; others examine biological, personality and social influences on temporal speech patterns; still others explore developmental progression and biorhythmical effects. (Author/PMJ)

ED 184 406 HE 012 419

Ladd, Everett Carll, Jr.

The Work Experience of American College Professors: Some Data and an Argument.

Pub Date-Apr 79
Note-47p.; Paper presented at the Annual Conference of the American Association for Higher Education (Washington, DC, April 16-19, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, *Faculty Workload, Higher Education, Interest Research, Job Satisfaction, National Surveys, Research, Role Perception, Scholarly Journals, *Scholarship, Stereotypes, *Teacher Attitudes, *Teaching (Occupation), *Vocational Adjustment, Work Attitudes
Identifiers-*Faculty Publishing

Survey data on professional activities, concerns, and commitments of the professoriat show that as a group faculty spend only a modest amount of time on scholarship and much more on teaching, by preference. This is especially true of older faculty and those in two-year colleges. In general this appears to fit with faculty responsibilities. Their dissatisfactions with the profession are not only economic but also have to do with lowering of academic standards. Despite this, the faculty model'' remains one of research and scholarship, positing what faculty should be doing, which is seriously out of touch with what they actually do and want to do. It is not necessarily true that good teaching requires involvement in scholarly research. It is concluded that it is difficult to serve both purposes well. The reward structures for research are sturdy; those for good teaching need to be rebuilt. Tables are included on publication history of American academics (total, by type of school, and by age), hours spent per week on professional activities, academic levels of students taught, relative claims of teaching and research, teaching and research commitments, professional self-perceptions, and criticisms directed at higher education. (MSE)

ED 184 495 HE 012 575

Ellis, Susanne D.

Enrollment and Degrees. AIP Report.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report NO.-AIP-R-151-17

Pub Date-Mar 80

Note-9p.

Available from-American Institute of Physics, Manpower Statistics Division, 335 E. 45th St., New York, NY 10017

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Astronomy, Bachelors Degrees, Charts, *Degrees (Academic), Departments, Doctoral Degrees, *Enrollment Trends, Females, Full Time Students, *Graduate Study, Introductory Courses, Majors (Students), Males, Masters Degrees, Minority Groups, National Surveys, Part Time Students, *Physics, Science Instruction, Tables (Data), Undergraduate Study

Presented are data from the annual survey of enrollments and degrees of the American Institute of Physics. Nearly 100 percent of the 808 degree-granting physics and astronomy departments responded. Figures and tables provide, with some narration, these data: number of institutions granting bachelor's, master's and doctoral degrees, 1975-76 through 1979-80; bachelor's and master's physics degrees awarded by academic year, 1968-79; enrollments and degrees awarded, by level, 1968-80; undergraduate and graduate enrollments and degrees by institution type, 1968-80; introductory physics enrollments in physics-degree-granting institutions by geographic region, 1975-80; introductory physics enrollments; by major, 1979-80; actual and projected number of undergraduate physics majors, classes of 1980-83; under-graduate physics majors by geographic region and institution type, 1979-80; full-time and part-time graduate physics enrollment by institution type, 1973-80; doctorate-granting institutions reporting unfilled assistantships for first-year graduate physics students, September 1979; actual and projected physics doctorates granted 1968-84; degrees by type of institution and geographic region, 1978-79; degrees granted by sex and minority group status, 1978-79; trend in astronomy degrees granted, 1973-79; astronomy enrollments 1979-80 and degrees 1978-79 in separate and combined departments; and astronomy enrollments 1979-80 and degrees 1978-79 by institution type. (MSE)

ED 184 518 IR 008 169

Expanding Educational Opportunity Through Telecommunications. Public Project Report.

Alaska State Dept. of Education, Juneau. Office of Planning and Research.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communications Satellites, *Computer Assisted Instruction, *Individualized Instruction, Information Systems, *Rural Education, State Programs, *Telecommunications
Identifiers-*Educational Telecommunications for Alaska Project

This progress report describes the first year of a 4-year project to design and develop an educational telecommunications system for Alaska. Called Educational Telecommunications for Alaska'' (ETA), the project centers around a statewide computer network, linking every school district and regional resource center to each other and to the Department of Education via satellite. Following successful pilot tests, the programming was improved and preparation went ahead on all three parts of the project: an electronic mail'' system (EMS), computerized access to educational resources, and computer-assisted instruction. The schedule calls for installation of complete terminal equipment by June 1979 in the five regional resources centers and almost all of the 52 school districts, both urban and rural, with trainers traveling to each site to teach staff to use EMS as equipment is installed. Electronic mail is in use by Alaskan teachers to request information from SPAN (Systematic Planning Around Needs), and Individualized Study by Telecommunications (IST) brings together local supervising teachers, master teachers in other locations, audio instruction, and computer-assisted instruction into a total instructional system. This overview of the project also reviews problems caused by the Alaskan climate and distances and some financial considerations. (Author/BBM)

ED 184 605 JC 800 054

Lee, Jo Ann Busche, Don
A Learning Activity Packet on Developing Learning Activity Packets.
Pub Date- 79
Note-47p.; Prepared for the Media Systems Series in Creative Teaching.
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Activity Units, Behavioral Objectives, Community Colleges, Individualized Instruction, Learning Activities, *Learning Modules, *Material Development, Pretests Posttests, *Teacher Developed Materials, *Teacher Education, Teacher Improvement, Teacher Role, Two Year Colleges
Identifiers-Blooms Taxonomy

A linear series of 16 skill-building activities is provided in this learning module designed to familiarize community college instructors with methods for developing learning activity packets (LAP's) that facilitate individualized instruction. The activities enable the instructor to: (1) determine a subject area for which a learning packet will be developed, including grade level, time limit of use, and extent of use within the classroom; (2) write broad and specific behavioral objectives for learning activities within the framework of Bloom's Taxonomy of Educational Objectives; (3) analyze the tasks necessary to master the objectives; (4) outline the resources and guidelines that can be used by the students to complete the LAP; (5) decide whether to use a linear or branching format for the LAP; (6) determine the appropriate sequence of the learning objectives; (7) construct pre- and post-tests; (8) develop learning activities using a variety of cues, typing styles and sizes, graphics, illustrations, and cartoons; (9) write an introduction and rationale for the packet as a guide to the student; and (10) field test the LAP. The learning module itself includes pre- and post-tests, as well as several self-checking exercises designed to monitor the learning progress of the instructor. (JP)

Moore, Maurice J. And Others
Fertility of American Women: June 1978.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date-79
Note-87p.; Not available in hard copy due to numerous small print in document.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($3.50)
Journal Cit-Current Population Reports; Series P-20 n341 Oct 1979
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Birth Rate, Charts, Demography, *Employed Parents, *Expectation, *Family Planning, *Mothers, Tables (Data)
Identifiers-*Childless Families

This report examines the childbearing experience and birth expectations of American women based on data collected in the June 1978 Current Population Survey. Among the major findings are that: (1) one-third of married women who were 18 to 34 years old at the time of the survey and who had given birth within 1 year of the survey are currently in the labor force; (2) more married couples are delaying having their first child; (3) increases have occurred in the proportion of first births born within marriage but conceived outside marriage; and (4) eleven percent of all women 18 to 34 years old in 1978 expect to remain childless. The bulk of the report consists of detailed data presented in tables and charts. (JMB)

ED 184 780 RC 011 962

Cunningham, M. E.

Core Curriculum in a Multicultural School: Strategies for Multicultural Education in the Middle School.

Pub Date- 79
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biculturalism, *Bilingual Education, *Core Curriculum, Cross Cultural Training, Cultural Education, *Cultural Influences, Elementary Education, Integrated Curriculum, Middle Schools, *Multicultural Education, Private Schools, Program Descriptions, *Second Language Learning, Spanish Speaking, Teaching Methods
Identifiers-*Mexico

The American School in Mexico City is a multicultural school drawing its students from the upper middle class with a pupil population of about 40% United States citizens, 40% Mexican, and 20% other nationalities. Admission is based on language proficiency, scholastic achievement, and ability to pay. The school admits monolingual Spanish speakers at kindergarten level only and provides a two- to three-year program of total immersion to prepare them to read in English at first grade. All through the elementary program, there is a half day of Spanish and a half day of English with course content taught in both languages. The middle school features a core curriculum combining social studies and English and incorporating the multicultural backgrounds of the students. At all levels, teaching strategies are based on recognition and appreciation of the students' cultural characteristics and differences. Family roles, community requirements, work ethics, student-teacher roles, and school attitudes are among the cultural variables taken into account in planning curriculum and teaching methods. Although the general goals of bilingualism may be similar in Mexico and the United States, bilingual programs in the two countries are different largely because English, in Mexico, is an elite study. (JH)

ED 184 585 IR 008 282

New Jersey in the Classroom. Fourth Edition.
Educational Media Association of New Jersey, Upper Montclair.
Pub Date-78
Note-38p.
Available from-EMAnj Publications, Montclair State College, Media Center, Upper Montclair, NJ 07043 ($2.00 per copy; 5 or more for $1.75, each).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, Bibliographies, *Books, Elementary Secondary Education, *Instructional Materials, Librarians, *Library Materials, State History, Teachers
Identifiers-*New Jersey

This bibliography of library materials is provided to aid librarians and teachers in selecting, locating, and obtaining information about New Jersey for classroom use. The subject matter is wide and varied, offering materials on history, geography, the environment, folklore, literature, social issues, past and present, and the people. Briefly annotated to clarify nondescriptive titles, this single listing of print and nonprint materials includes films, filmstrips, slides, transparencies, pamphlets, maps, realia, records, and reel and cassette recordings. Fictional and nonfictional treatments are noted as well as suitability for grade levels; some out of print titles are listed and so noted. Not included due to space limitations are some biographies of historical figures such as Burr, Franklin, Greene, Hamilton, Lafayette, Pitcher, Washington, Wayne, and Witherspoon, and local histories. A list of sources is appended to help locate elusive titles. (RAA)

ED 184 821 SE 030 370

Sunal, Dennis W.

Affective Measures for Science Teaching: Measures of Teacher Interest and Attitude Toward Science Teaching. A. Teaching Preference Scale. B. Semantic Differential Instrument for Science Teaching.

Pub Date-75

Note-7p.; For related documents, see SE 030 371-373.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Measures, Elementary Education, Elementary School Science, *Interest Inventories, *Measures (Individuals), *Science Education, Science Teachers, Semantic Differential, *Teacher Attitudes

Presented are measures of teacher interest and attitude toward science teaching. A sheet is attached which describes how the instruments should be used and results analyzed. Part I includes a Teaching Preference Scale for predicting effective inquiry model use for self-contained classrooms in grades 1-6. Part II is a Semantic Differential Instrument for Science Teaching involving attitudes expressed toward the three concepts of (1) nature, (2) a student learning about science in school, and (3) myself teaching science in the classroom. (CS)

ED 184 325 FL 011 008

Chinese-Mandarin: Basic Course. Volume XIV: Lessons 144-155.
Defense Language Inst., Monterey, Calif.
Pub Date-Jun 66
Note-289p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.00; accompanying cassettes $4.80)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Audiolingual Methods, Cultural Education, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, *Translation, Vocabulary Skills, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the fourteenth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in reading, writing, and translating texts written in Chinese characters is emphasized. Instructional materials in the 12 lessons include dialogues, word lists, and exercises in reading, writing, and translation. The emphasis of the coure is on military science. (JB)

Pack, Alice C., Ed.
TESL Reporter, Vol. 4, No. 1.
Brigham Youqg Univ., Laie, Hawaii. Div. of Communication and Language Arts.
Pub Date-70
Note-13p.
Available from-Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, HI 96762 (free)
Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-English, *English (Second Language), *Form Classes (Languages), Grammar, *Language Acquisition, *Nonstandard Dialects, Second Language Instruction, *Second Language Learning, *Sentence Structure

This issue of TESL Reporter'' presents the following articles: Language Acquisition and Dialectalism'' by Patricia G. Adkins, Supplementation of Opposites in Simple Predicate Expansion'' by Yao Shen, and Form Class Baseball: A TESL Game'' by Alice C. Pack. The meaning today of dialectal speech, or bidialectal speech,'' is addressed by Patricia Adkins, who feels that the child or adult learning English as a second language should be taught the phonology and syntax of an educated person, although she says that one dialect is not better than another. Yao Shen discusses observable grammatical word strings and grammatical formulas of three auxiliaries and two modals in the expansion of the English predicate in two relationships. The three auxiliaries are be,'' have,'' and do,'' and the two modals are will'' and can.'' This article is the first of four installments. The TESL game presented by Alice Pack is designed to help students learn the four English form classes (noun, verb, object, and adverb) and specific words and their alternate forms, and provide additional practice for students whose native languages do not have these different word forms. (SW)

ED 184 367 FL 011 172

Gonzales, Phillip

Culture Capsules: A Route to Biculturalism.

Pub Date-79
Note-27p.; Paper presented at the NCSS Conference (Portland, Oregon, November, 1979).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biculturalism, *Bilingual Education, Bilingualism, Class Activities, Cross Cultural Training, Cultural Activities, Cultural Awareness, *Cultural Differences, *Cultural Education, Culture, Elementary Secondary Education, English (Second Language), *Group Activities, Minority Groups, Multicultural Education, Postsecondary Education, Role Playing, Second Language Instruction, Sociocultural Patterns, *Teaching Guides

Biculturalism is considered a necessary curricular component in bilingual education. In the attempt to meet this challenge, schools often adopt a combination of cultural curriculum models currently available. While these models have intellectual advantages, they lack inclusion of affective considerations. The bicultural approach, on the other hand, actively and directly familiarizes students with the attitudes, value systems, communication styles, and thinking and behavioral patterns consistent with and necessary for the development of bicultural abilities. Culture Capsules,'' or minidramas portraying actual or potential real life situations, are a strategy designed to assist teachers facilitate the development of biculturalism. The rationale behind them is: (1) teachers and other school personnel must be cognizant of the nature of culture and biculturalism; (2) they need to realize the basis for conflicts that may occur between culturally divergent groups; and (3) they need to be familiar with the process of operationalizing an atmosphere required in fostering biculturalism. Three sample culture capsules designed for use at three different educational levels are presented. The objectives, uses, types of problems that are suitable for such capsules, adjustment of the capsule to participants' needs, and the components of a capsule are discussed. (AMH)

Bergquist, William H. And Others

The College 1 Experience: Integrating Work, Leisure and Service.

Council for the Advancement of Small Colleges, Washington, D.C.
Spons Agency-Kellogg Foundation, Battle Creek, Mich.
Pub Date-Jan 80
Note-126p.
Available from-Council for the Advancement of Small Colleges, One Dupont Circle, Washington, DC 20036
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrators, College Faculty, College Students, Curriculum Development, Educational Attitudes, Educational Improvement, *Educational Philosophy, *Experimental Colleges, Higher Education, Interpersonal Competence, *Liberal Arts, *Outcomes of Education, Program Descriptions, Program Evaluation, Questionnaires, *Small Colleges, Student Evaluation, Student Evaluation of Teacher Performance, Student Teacher Relationship, *Summer Programs, Values
Identifiers-Bowdoin College ME, College 1

College 1, sponsored by the Council for the Advancement of Small Colleges (CASC) in 1978 and 1979, is described as a short-term, national experimental college that brings faculty and students from small U.S. liberal arts colleges together in a temporary educational system. During this four-week summer program, new teaching methods, new course designs and content, different modes of student-faculty interaction and evaluation, and alternative assumptions about educational philosophy, values and practice were explored. The sessions were held on the campus of Bowdoin College in Maine, and included nine faculty from CASC colleges and 24 students, who recieved six credits. This report describes in detail the conception, planning, execution, and evaluation of the College 1 project. A week-by-week account is given of the 1978 program. An overview of program outcomes is given in the following areas: personal (student, faculty, and administrators); interpersonal; organization/community; thematic (work, leisure, and service); specific content; general intellectual: teaching/learning; curricular; and institutional. Evaluation forms for both 1978 and 1979 programs are appended. (MSE)

ED 184 423   HE 012 439

Tolo, Kenneth W.
Higher Education in Texas: Student Aid and Governance. Working Paper.
Spons Agency-Sloan Commission on Government and Higher Education,

Cambridge, Mass.
Pub Date-1 Oct 78
Note-271p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Budgeting, Educational Finance, Federal Aid, *Governance, Government Role, *Government School Relationship, *Higher Education, Policy Formation, Political Influences, Private Colleges, Public Policy, State Colleges, State Government, State Programs, Student Costs, *Student Financial Aid, Tuition
Identifiers-Formula Funding, *Sloan Commission Studies, *Texas

Current issues facing higher education in Texas are examined with an emphasis on student financial aid programs and governance. The formal organizational structure and the responsibilities of the major governmental units are described, and the role played by state government in higher education through its tuition policies and its student aid policies and programs is considered. Because the various state programs vary significantly in scope, eligibility, and funding levels, each program (and its effects on access and choice) are considered separately. An overview of student costs, tuition and required fees in public and private institutions, and federal and state student aid programs is presented. The processes by which the state government seeks to control program development and finance is discussed with attention to the role of the Coordinating Board. The following areas are covered: designation of funding formulas, administrative procedures in formula development, characteristics of formulas, institutional budget development, state budget office reviews, appropriations bills, state control of nonappropriated funds, and institutional governing boards. Current and emerging policy issues are discussed in the context of the changing Texas political environment. (SW)

ED 184 475 HE 012 523

Brooks, Norward J.
The Future of Research Universities.
Pub Date-Mar 80
Note-37p.; For related documents see HE 012 521-524.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty, Competition, *Declining Enrollment, Departments, *Dropout Rate, Educational Finance, General Education, *Graduate Study, *Higher Education, *Research, Research Opportunities, Scholarship, State Aid, Trend Analysis, Undergraduate Study, *Universities
Identifiers-*Research Universities

It is proposed that research universities are a vital component of higher education in the United States because they provide cultural and intellectual leadership, research potential, and the professional and technical human resources to translate research into social, industrial, and economic action. The future of these institutions in view of declining enrollments and financial resources is discussed. Major factors seen to affect the research universities are financial resources and their ramifications: complex competition for state funds; alleged over- and underproduction of highly trained personnel; inadequate means for assessing costs and benefits of graduate education and research; and inconsistent criteria for establishing and dismantling graduate programs. The high undergraduate dropout rate is viewed as contributing to the problems of research universities, and may be a result of these factors: the decline of general education, emphasis on graduate programs, emphasis on faculty research and publication, and growing departmentalization. Other factors affecting the future of these institutions are competition among universities and collective bargaining for the faculty. (MSE)

ED 184 543 IR 008 222

Larson, Miriam T., Ed.

Patient/Health Education: The Librarian's Role. Proceedings of an Invitational Institute (February 5-9, 1979).

Wayne State Univ., Detroit, Mich. Dept. of Library Science.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007800601
Note-214p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Health Education, Information Centers, Institutional Libraries, *Librarians, Library Cooperation, Library Materials, *Library Role, *Library Services, Medical Record Administrators, Tables (Data)

This report includes papers dealing with various facets of the library's role in filling the lay health education need and the appropriate responses to that need as conceived by the conference participants; the total content reflects the input from medicine, nursing, social work, community medicine, law, voluntary health agencies and national institutions, as well as from librarianship. In addition to papers presented by members of an interdisciplinary symposium on the issues, problems, and opportunities of health education, the report contains information on the following: (1) alterntive patterns of cooperation in a variety of settings; (2) library materials supporting health education; (3) legal, ethical, and social dimensions of health education; and (4) establishing and maintaining health resource centers. An evaluation and a discussjon of the conferences are included, and appendices provide a program of the institute, a list of participants, a pre-measurement instrument, a post-measurement instrument, and a commuqication to the National Commission on Libraries and Information Science. Tables illustrate a number of points brought out at the conference. (FM)

ED 184 565 IR 008 252

Sustik, Joan M. Brown, Bobby R.

Interaction Between Conceptual Level and Training Method in Computer Based Problem Solving.

Iowa Univ., Iowa City. Computer Center.
Pub Date-79
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Algorithms, *Cognitive Style, *Computer Assisted Instruction, *Educational Research, *Interaction, Intermode Differences, *Problem Solving, Responses, Response Style (Tests), Teaching Methods
Identifiers-*Aptitude Treatment Interaction, Heuristics

A study of 130 undergraduate students enrolled in a course on auiovisual techniques sought to determine whether heuristic or algorithmic computer-based problem solving training would be differentially effective for students varying in cognitive complexity as measured by the Educational Set Scale (ESS). The interaction was investigated between one trait variable (cognitive simplicity-complexity), two treatment variables (heuristic or algorithmic training and numerical list or multiple choice response mode) in a math problem task. Dependent measures of interest were method of solution, total time in problem, and, for the list response mode group, total number of steps in the problem. Results indicated that compatibility in degree of structure between problem solving instructions and response mode led to performance that was stable across the continuum of conceptual preference. (CMV)

ED 184 643 JC 800 208

Shearon, Ronald W. And Others

1979 Profile of North Carolina Community College and Technical Institute Students: A Preliminary Summary of Findings.

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Pub Date-7 Apr 80

Note-16p.; Paper presented to the American Educational Research Association Special Interest Group for Community/Junior College Research (Boston, MA, April 7, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Adult Students, Black Students, College Choice, Community Colleges, Enrollment Trends, Females, Liberal Arts, Males, Marital Status, State Surveys, Student Attitudes, *Student Characteristics, Student Educational Objectives, Student Personnel Services, Technical Institutes, *Two Year Colleges, Two Year College Students, Vocational Education, White Students

Identifiers-*North Carolina

A survey was conducted in Spring 1979 to determine the characteristics of a scientifically drawn sample of 16,400 curriculum and continuing education students enrolled in 57 community colleges and technical institutes in North Carolina (NC). The study focused on: (1) the demographic and financial characteristics of the students; (2) the major differences between curriculum and continuing education students; (3) the extent to which the students were representative of the adult population in NC; (4) how student characteristics had changed over the past ten years; (5) the factors which attracted the students to their institutions; (6) how the students learned of institutional offerings; and (7) what plans the students had for employment or continuing their education. Major findings indicated that while the majority of respondents perceived their institutions as the major vehicle for educational opportunity, a large proportion were not aware of the availability of support services. Recruitment practices on the part of two-year institutions weighed heavily in students' institutional choice, as did school location and low instructional costs. Enrollment trends showed that the NC colleges serve an increasingly representative cross-segment of the state's adult population, and, at the same time, serve unique sub-populations of non-traditional students. (JP)

ED 184 724 PS 011 374

MacPhee, David

Evidence for Reliable and Valid Dimensions of Infant Temperament.

Pub Date-Apr 80

Note-13p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Comparative Analysis, Factor Structure, Individual Differences, *Infants, Personality, *Personality Traits, Sex Differences, Social Differences, *Test Reliability, *Tests, *Test Validity

Identifiers-Bayley Scales of Infant Development, EASI (Buss and Plomin), Infant Temperament Questionnaire, Temperament

The reliability and validity of three measures of infant temperament were compared in this study. The measures included the revised Carey (1978) Infant Temperament Questionnaire, a version of the Bayley (1969) Infant Behavior Record revised for completion by the parent, and a modified version of Buss and Plomin's (1975) EASI, an acronym standing for its four subscales Emotionality, Activity level, Sociability and Impulsivity. Sixty-six mothers of healthy infants were asked to complete the battery of three infant temperament scales and a random subsample of mothers was asked to take a retest 21 days after the initial testing. Results showed that subscales from all three measures were correlated in meaningful ways, suggesting that there are independent, salient characteristics of the infant that can be measured by quite different rating scales. The strengths and weaknesses of each measure were identified and discussed. (JMB)

ED 184 762 RC 011 940

The Roctapus Closed-Circuit Television Program. Priority Country Area Program Evaluation Series: Report No. 3.
Priority Country Area Program Office, Brisbane (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-May 79
Note-31p.; For related documents see RC 011 938-40.
Pub Type-Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Closed Circuit Television, Cultural Enrichment, Demonstration Programs, *Educational Television, Elementary Secondary Education, Program Descriptions, Program Evaluation, Rural Areas, *Rural Education, *Small Schools
Identifiers-*Australia (Queensland), *Roctapus Program

Interviews, questionnaires, school visits, and examination of project films and documents supplied information for an interim evaluation of the effectiveness of the Roctapus (Really Outstanding Color Television About Practically Unlimited Subjects) program. A closed-circuit television series following a magazine format, Roctapus is distributed to 12,000 students in over 80 schools in the Priority Country Area and intended to enrich the experiential background of country children in grades 4-10. Reactions of staff and students were obtained in 56 schools, 81% of the total number participating. In primary schools over 90% of the viewing took place during regular classroom lessons; teacher opinion was overwhelmingly positive. Only one-fourth of the secondary schools regularly showed Roctapus programs; in about half the schools students had and chose the option of viewing programs during the lunch hour. In general, high school teachers considered the programs of limited value, chiefly because they were unable to relate program content to subject areas. Student response at all grade levels was positive. The high level of acceptance achieved in primary and, to a lesser extent, in secondary departments suggests that the program is achieving its intended purposes. Further evaluation should include detailed analysis of program content, of staff and student reaction to individual program segments, and of the quality of instruction based on program content. (JH)

ED 184 847 SE 030 464

Uspenskii, V. A.

Pascal's Triangle. Popular Lectures in Mathematics.

Chicago Univ., Ill. Dept. of Mathematics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-74

Grant-NSF-G-8847(MA)

Note-43p.; For related documents, see SE 030 460-465. Not available in hard copy due to copyright restrictions. Translated and adapted from the Russian edition.

Available from-The University of Chicago Press, Chicago, IL 60637 (Order No. 843165; $3.50).

Pub Type- Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Mathematics, Higher Education, *Mathematics, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Number Concepts, *Problem Solving, Secondary Education, Secondary School Mathematics

Identifiers-*Pascals Triangle

Pascal's Triangle is an important numerical table; with its help, a number of computation problems may be solved. Some of these problems are examined and the question of what solving a problem'' can mean is generally considered. (Author/MK)

ED 184 457 HE 012 484

The Growing Influence of the Government on the Affairs of the University. A Self Study.

George Washington Univ., Washington, D.C.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Jul 77

Note-52p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Records, Case Studies, Civil Rights, College Administration, *Compliance (Legal), Educational Finance, Equal Opportunities (Jobs), Federal Aid, *Federal Legislation, *Federal Regulation, Financial Support, Foreign Students, Government Role, *Government School Relationship, *Higher Education, Institutional Research, Money Management, Privacy, Private Colleges, Safety, Self Evaluation (Groups), Work Environment

Identifiers-*George Washington University DC, *Sloan Commission Studies

A self-study conducted by George Washington University on the influence of the government on university affairs considered the following areas: (1) civil rights legislation and compliance; (2) legislation other than civil rights requiring compliance (e.g., occupational safety); (3) government program funding priorities; and (4) funds administration (e.g., grants, loans). For each of these subjects, a study and assessment were accomplished with reference to their effects on faculty, students, curriculum and research, and management. The financial contributions made by government to the university have added significantly to its objectives of education and research. To illustrate the proliferation of compliance requirements on institutions receiving government funding, the variety of representations, certifications, and reporting required is described. Government regulations on research administration include provision for documents entitled Representations and Certifications,'' inventory of equipment reports, patent and invention reports, and progress and technical reports. It is suggested that greater uniformity of procedures and requirements among agencies that have the same needs and objectives be developed.

Legislation/regulations affecting the university include: equal opportunity legislation/regulations, the Buckley Amendment to the Family Rights and Privacy Act of 1974, The Occupational Safety and Health Act of 1970, regulations protecting the student as a consumer, Animal Welfare Act, and requirements by the Immigration and Naturalization Service. (SW)

ED 184 662 PS 011 235

Shorey, Clyde E., Jr.

Finding Funds for Kids.

March of Dimes Birth Defects Foundation, Washington, D.C.

Pub Date- 79

Note-8p.; Paper presented at the How to Find Funds for Kids: A National Training Conference (Washington, DC, February 11-13, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Role, *Child Advocacy, *Federal Aid, Financial Support, *Fund Raising, *Grantsmanship, *Lobbying, Private Financial Support, Public Support, *Voluqtary Agencies, Youth Agencies

Identifiers-*March of Dimes

Fuqd raising should be considered a major part of the business of every voluntary organization, even if the organization has relatively small fund raising goals. Voluqtary agencies concerned with children should keep in mind the following: (1) public fund raising campaigns can provide a substantial proportion of the funding requirements of many organizations, (2) the voluntary health agencies themselves are a source of funds, and (3) influencing federal, state and local government programs as sources of funds for kids is extremely important. At the March of Dimes fund raising is a big business; the organization raises over $62 million a year through its public campaign. The March of Dimes' objective in the next few years will be to seek a greater number of larger gifts plus expanded support from corporations. The area of corporate giving has not really been tapped. Mail campaigns are a growing source of funds, but a massive campaign is not necessary for success. Public campaigns can also provide a fair proportion of the funding requirements of many organizations. For effective advocacy campaigns at the national level, it is necessary to establish contacts among the constituents of every Congressional Representative and Senator. The March of Dimes not only seeks funding but also has been providing research grants to others since its beginning in 1938. It funds innovative research and gives grants to provider institutions to establish new services or facilities. (Author/RH)

ED 184 682 PS 011 322

Nutrition Education, Grades 4-6. Health Education: Physical Dimension of Health.

New York State Education Dept., Albany. Bureau of School Health Education and Services.
Pub Date-79
Note-138p.; For related documents, see PS 011 321-323.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Comprehension, *Course Objectives, *Curriculum Development, Elementary School Curriculum, Elementary School Students, Grouping (Instructional Purposes), *Instructional Materials, Intermediate Grades, *Learning Activities, *Lesson Plans, *Nutrition Instruction, State Curriculum Guides

This curriculum guide, designed to facilitate nutrition education in grades 4 through 6, can be used as a basis for curriculum development at the school district level or as a basis for teachers' daily lesson planning. Curriculum materials are prefaced by a list of nutrition concepts and understandings, an objectives-based grade placement chart, and 41 suggestions for evaluating learner comprehension. Materials focus on foods and civilizations, food selection and societies, how the body uses food, energy foods, and foods for growth. The guide is arranged by topic, subtopic, terminal objectives, enabling objectives, learner activities and teacher information. The topics and subtopics provide the teacher with a means for identifying the desired broad area of nutrition. The learner activities are intended to assist pupils in achieving the enabling objectives. Finally the teacher information section provides the teacher with information needed to facilitate the implementation of the learner activities. A list of books and related resources plus a chart of the nutritive value of some foods are appended. (Author/RH)

ED 184 744 RC 011 802

Campbell, C. W.

Will Rogers: The Story of an American Indian.

Pub Date-15 Oct 79
Note-83p.
Available from-Dillon Press, Inc., 500 South Third Street, Minneapolis, MN 55415 ($[illegible].95)
Pub Type- Historical Materials (060) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acting, *American Indians, Authors, *Biographies, *Childrens Literature, Comedy, Drama, *Elementary Education, *Film Industry, Photographs, Radio, Reading Materials, Theater Arts, United States History
Identifiers-Actors, Cherokee (Tribe), Ranchers, *Rogers (Will)

Although Will Rogers often described himself as just a cowboy with a lot of luck,'' he was more than that. At one time or another he was a vaudeville entertainer, film star, world traveler, author, columnist, and after-dinner speaker. The most beloved figure of his time, this famous humorist was also part Cherokee Indian. Rogers was born in 1879 in Oklahoma; his father was one of the richest and most powerful ranchers in the Cherokee Nation. Although a good student, Rogers preferred riding and roping and ranch life; after completing 11 years of school he began work at a variety of cattle handling jobs. Later he traveled to Argentina to seek his fortune. Unsuccessful there, he went on to South Africa. Months later, broke and penniless, he signed on with the Wild West Show as a trick roper; his career in show business was begun. Although work with more wild west shows back in the states later added to his reputation, his real rise to fame began when he signed with the Ziegfield Follies. There, on the Broadway stage, he did his rope tricks while commenting on the day's headlines. His jokes soon became more important than the rope work. America loved his wise and witty quips, and the ensuing books, movies, radio broadcasts and speaking tours made him known to all the nation. Rogers died in a plane crash in Alaska in 1935 and the world mourned the loss of the kindly humorist. This biography is part of a series on famous American Indians and is intended for grades five and up. (DS)

Second Annual Report of the National Advisory Council on Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va.; National Advisory Council on Bilingual Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date-Nov 76
Contract-300-76-0362
Note-181p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Teacher Aides, Bilingual Teachers, Curriculum Design, Educational Legislation, *Educational Policy, English (Second Language), *Federal Legislation, Material Development, *Multicultural Education, *Second Language Programs, Student Evaluation

The history and condition of bilingual education in the United States and federal, state, and local administration of Title VII is summarized. The National Advisory Council recommends: (1) that national awareness of bilingual/multicultural education as an asset be encouraged; (2) that Title VII be broadened to reflect the pluralistic, social, and economic diversity of the nation; (3) that increased funding be made available for bilingual/multicultural educators and counselors, materials development and dissemination, test and methods development, project monitors and research; (4) that the Advisory Council become a Presidential Council; (5) that annual regional workshops be conducted to provide technical assistance for programs; (6) that multilingual models be developed for populations in which students of one language group are not sufficient to qualify for funding a bilingual program, but there are sufficient numbers of non-English dominant children of various languages to justify a program; (7) that a statistical survey be made of the number and percentage of limited English speaking students in special education classes; and (8) that a longitudinal study of exemplary demonstration projects to assess the cognitive and affective development of LESA children be conducted. (PMJ)

ED 184 800 RC 011 393

Dodendorf, Diane M.

The Unique School Environment of Rural Children.

Pub Date-Apr 80

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Case Studies, *Classroom Environment, Community Involvement, *Educational Benefits, Educational Environment, *Educational Quality, Educational Resources, Elementary Education, Group Dynamics, *Rural Education, Rural Schools, School Commuqity Relationship, School Size, *Small Schools, *Student Behavior, Values

Identifiers-*Nebraska

Recorded observations, camera work, conversations with 19 children in grades K-4 in a Nebraska 2-room school house, and interviews with the teacher were techniques used to assess the advantages and disadvantages of the small rural school environment and its impact on children. Five attributes were found to be significant and unique small school advantages: the daily classroom routines, the use of learning by group methods, the interdependence demonstrated by the children, the independence of the children, and the community's involvement in the school. In addition to these advantages, there was a congruity between the school's values and the community's values that promoted an environment for children that was both academically strong and emotionally secure. The teachers reported no difference in general academic performance between urban and rural children. Although a review of literature on rural education described many disadvantages (inadequate teacher preparation, poor educational materials, outdated texts, inbred groups of students, lack of confidentiality, and lack of resource people and materials), the only deficit evidenced in this rural school was a lack of resources due to geographic location. (Author/NEC)

ED 184 822 SE 030 371

Sunal, Dennis W.

Microteaching Skills in Science Checklist: An Observational Instrument to be Used for Evaluation and Description of Science Teaching in the Elementary School. Revised Form.

Pub Date-76

Note-5p.; For related documents, see SE 030 370-373 and ED 141 092.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists, *Classroom Observation Techniques, Elementary Education, *Elementary School Science, *Evaluation, *Measures (Individuals), *Microteaching, Science Education, Science Teachers, Science Tests, Teacher Behavior

Presented is a 30-item observational instrument to be used for the evaluation and description of preservice or inservice science teaching in the elementary school. Sections of the instrument include (1) use of intellectual development stages, (2) performance objectives, (3) lesson planning skills, (4) instruction sequencing, (5) question asking skills, (6) learning-teaching strategies, and (7) evaluation techniques. (CS)

ED 184 326 FL 011 009

Chinese-Mandarin: Basic Course. Volume XV: Lessons 156-167.

Defense Language Inst., Monterey, Calif.

Pub Date-Oct 66

Note-271p.; For related documents, see FL 010 988-992 and FL 011 000-010.

Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($4.65; accompanying cassettes $5.60)

Language-Chinese; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Audiolingual Methods, Cultural Education, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Political Science, *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, *Translation, Vocabulary Skills, Writing Instruction

Identifiers-China, *Dialogs (Language Learning)

This is the fifteenth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in reading, writing, and translating texts written in Chinese characters is emphasized. Instructional materials in the 12 lessons include dialogues, word lists, and exercises in reading, writing, and translation. The emphasis of the course is on military science, but other topics include the organization of the governments of the United States and of China, the birth of the United States, and the four great freedoms. (JB)

Woodrow, Raymond J.
Federal Grants and Contracts to Colleges and Universities.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-25 Aug 77
Note-215p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Educational Finance, Equalization Aid, *Federal Aid, Federal Government, Federal Programs, Federal Regulation, *Government School Relationship, *Grants, *Higher Education, Program Budgeting, Records (Forms), State Federal Aid, *Student Financial Aid
Identifiers-*Sloan Commission Studies

The ways and means, types of relationships involved, and the conditions attached to the provision of funds accompanying the huge growth in federal sponsorship of college and university activities is examined. A historical review and analysis of the various factors that have entered into the relationship between colleges and universities and the federal government is presented. An attempt is made to describe and list all federal programs by type of award (grant, contract, etc.) and dollar amount that results in the transfer of federal funds to colleges and universities. The terms and conditions currently used in the various types of awards are also described, with some reference back to awards in previous years. The nature of the relationship between the federal government and academe with regard to various types of awards is assessed. Some of the conclusions resulting from the study include: (1) some of the problems encountered in federal funding can be traced back to the earliest grants in 1887 from the Department of Agriculture; (2) patent requirements are overly complicated but can be simplified by new legislation; and (3) mandatory cost-sharing continues to be irritating and expensive and should be eliminated. Attachments provide sample reporting forms and instructions for their use, the Office of Education agreement covering institutional participation in student financial aid programs, and the Chiles Bill (S. 431). (LC)

ED 184 441 HE 012 466

LaPlante, Marilyn

The Impact of Federal Regulation on Higher Education: A Self-Study at Earlham College.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-77

Note-10p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490. Best copy available.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, Administrators, Church Related Colleges, College Faculty, Educational Policy, Efficiency, *Federal Regulation, *Government School Relationship, *Higher Education, *Institutional Autonomy, Policy Formation, Privacy, *Private Colleges, School Surveys, Self Evaluation (Groups), Teacher Attitudes

Identifiers-*Earlham College IN, *Sloan Commission Studies

At Earlham College, a liberal arts college with a Quaker heritage and an enrollment of 1200, department heads and administrators were surveyed to discover the perceived impact of federal regulation and legislation. Faculty were sent questionnaires; administrators were sent questionnaires followed up by interviews. The complaints registered were: (1) increasing amounts of time must be diverted from educational goals to monitoring regulations and to reporting; (2) the adversarial situation between faculty, administration, and students is heightened; (3) autonomy is lost; (4) the government becomes another constituency to which the institution must answer in curricular and policy development; and (5) duplication of effort occurs in reporting duties. However,

impact is seen in other, less obvious places. The feeling of being able to solve problems privately is felt to be disappearing. Frustration is seen to stem from several sources: lack of dialogue with government agencies; lack of control over one's own fate; a felt decrease in effectiveness. It is concluded that the institution must resist the forces accompanying federal regulation that may tend to steer the institution toward a common median standard. (MSE)

ED 184 496 HE 012 578

Berger, Joel S., Ed.

Making Your News Service More Effective. Second Edition.

Couqcil for Advancement and Support of Education, Washington, D.C.
Pub Date-Dec 78
Note-200p.
Available from-Publisher Services, Inc., 621 Duke St., Alexandria, VA 22314 ($14.50)
Pub Type- Guides - Non-Classroom (055) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advertising, Broadcast Industry, Cable Television, Directories, *Higher Education, Marketing, *Mass Media, News Reporting, *News Writing, Photography, *Publicity, *Public Relations, Radio, Television

This handbook is intended as a reference tool for use in the college or university's public information office, news bureau, information services, or public relations office. An update of an earlier edition, it presents articles by a number of authors, some from CASE Currents, bulletin of the Council for Advancement and Support of Education. It also contains a new section entitled Managing the News Services: Futures File Ideas''. The first section, Managing the News Service, discusses staffing and small office survival. The next section, News Service Operation: The Basics and More, covers metropolitan media, state and local exposure, coverage without releases, staging a news conference, developing a faculty news contact directory, meeting the press, targeting news releases, and reference folders. A chapter on News Service Operation: Print Emphasis examines feature writing, color in covering the arts, science writing made easy, preparing releases for optical character recognition typesetting, and a feature service for dailies. News Service Operation: Radio-TV examines basic broadcasting facts, writing broadcast news, increasing radio coverage, procuding radio news, setting up and keeping lively a radio series, working with television news, producing effective TV public service announcements, and television news clips. Finally, the futures file ideas include those on mini-cams, public relations by objective, cable television, news photos, glossy photographs, hometown releases, computerizing news, cultivating campus and media for better coverage, planning for a crisis, and the public relations crisis. (MSE)

ED 184 519 IR 008 170

Guide to Producing Print Materials.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0415
Note-31p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Guides, *Layout (Publications), *Material Development, *Printing, *Production Techniques, *Publications
Identifiers-National Diffusion Network

This is a simple how-to-do it manual intended to help projects that wish to produce print materials. It highlights the stages involved in producing print materials, giving an overview of the steps required and offering hints on different approaches to the various processes. The manual begins with the comprehensive layout (dummy) stage and proceeds through proofreading, typesetting and/or typewriting, mechanicals (pasteup), selection of paper and ink, printing, and finishing and binding. The processes of writing and editing the text, preparing illustrations, obtaining copyright, pricing, and distributing the final product are not included. Less expensive and more expensive procedures are noted along the way. Charts detail the functions involved at each stage, key deadlines, major printing processes, folding styles, finishing operations, and binding styles. (Author/JEG)

ED 184 586 IR 008 283

Kitchens, James A.

The Olney Venture: An Experiment in Coordination and Merger of School and Public Libraries.

North Texas State Univ., Denton. Univ. Center for Community Services.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Pub Date-74
Grant-OEG-0-72-0773
Note-62p.; Community Service Report 4.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Development, *Commuqity Information Services, *Community Programs, *Library Cooperation, *Mergers, *Public Libraries, School Community Relationship, *School Libraries

Designed to meet total community needs in a new way, the Olney project, a merger of a public and school library, points the way to single unified community libraries. The new community-wide institution has merged the book collections and the functions of both without jeopardizing the clientele service of either. The Olney Venture was based on the community's desire to upgrade the quality of life afforded its citizenry and to expend more efficiently shrinking tax dollars. The project staff and community leaders discussed serious problems as they arose and sought solutions together. Researchers consistently rejected a do it for them'' strategy to allow community developed solutions. A survey of the community and school providing base line data on facility usage and public attitudes is presented at the outset of the report. The sequential development of the libraries from 1972- through the duration of the project is described in detail, followed by a survey of problems and their solutions. Some of the advantages of a merged and coordinated library are discussed. The report ends with a list of suggestions for a community that might be considering this approach to library service for its citizens. (Author/RAA)

ED 184 625 JC 800 177

Bers, John A.

Integrating Student Follow-Up into the Institutional Planning Process: A Case Study.

Pub Date-9 Apr 80

Note-90p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Appendices 5, 6, and 7 may not reproduce well. Appendices 11, 17, and 18 were removed due to irreproducibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Problems, Adoption (Ideas), College Administration, College Planning, *Community Colleges, Data Analysis, Data Collection, Employer Attitudes, Faculty College Relationship, *Followup Studies, Graduate Surveys, Institutional Research, Long Range Planning, Questionnaires, *Research Design, Research Directors, Research Methodology, Research Needs, *Research Problems, *Research Utilization, Sampling, School Surveys, Two Year Colleges, Two Year College Students, Vocational Followup

Identifiers-*Gadsden State Juqior College AL

A student follow-up system was designed and implemented at Gadsden State Junior College (GSJC) in Alabama which revealed several administrative problems in integrating student follow-up into the institutional planning process. Development of the system involved tailoring existing pre-packaged follow-up methodologies to meet GSJC's individual needs and included six steps: (1) identifying goals and associated performance indicators that could be measured using questionnaires; (2) developing and testing three questionnaires designed to gather information from current students (at the completion of each quarter), students who have been out of college for one year, and employers of former students; (3) operationally defining the sample populations appropriate to each questionnaire; (4) conducting the survey of current students in class and of employers and former students by mail; (5) computer analysis of the data; and (6) reporting the results to administrative personnel. Interim study results revealed four major problems low response rate, inappropriateness of goals and performance indicators to non-traditional students, lack of commitment on the part of college personnel, and the resultant small impact of the project on institutional planning. The report concludes with a list of recommendations for follow-up study implementation, and is appended by survey instruments and study data. (JP)

ED 184 703 PS 011 343

The Status of the American Family: Policies, Facts, Opinions, and Issues. NEA Research Memo.

National Education Association, Washington, D.C.
Pub Date-Jul 79
Note-93p.
Available from-NEA Distribution Center, The Academic Building, Saw Mill Road, New Haven, CT 06516 (Stock No. 1668-8-00 for NEA members, $3.75; Stock No. 1613-0-00 for nonmembers, $10.00)
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change, *Children, Divorce, Ethnic Groups, Family (Sociological Unit), *Family Characteristics, *Family Health, *Family Life, Family School Relationship, *Government Role, Marriage, *Public Policy
Identifiers-Cults

This report of the National Education Association gathers information from a variety of sources and studies giving special emphasis to families with children. Section I, Federal Policy Issues and the Family, includes a brief summary of the Carter administration's plans and activities and the following essays: Is Government Helping or Hurting Families? by A. Sidney Johnson and Theodora J. Ooms; Impact on Families; A Community Assessment, a selection from Penney's Forum''; and All Our Children: The American Family Under Pressure by Kenneth Keniston. Section II, Analyzing Demographics and Trends: Myths and Realities about Family Change and Stability covers issues surrounding marriage and divorce, living arrangements of adults and children, working mothers, marital life cycles, and difficulties in measuring family change. Section III, Findings from Opinion Polls, Facts and Figures: Pieces of the Family Picture, includes Profiles of Children in the United States from the National Council on Children's Television Forum, which reports data on children in relation to family life, health, education, justice and television. Section III also includes selections from two General Mills American Family Reports: one from 1967-77 on Raising Children in a Changing Society and one from 1978-79 Family Health in an Era of Stress. Section IV is a compilation of resources on multicultural issues in the status of the American Family. Section V is a description of one family's experience with cults and their effect on youth. The appendix lists Resources for Public Policy Activities. (SS)

ED 184 781   RC 011 963

Pales, David J. R. And Others

The Carter Administration and Hispanics: A Partnership to Progress.

Executive Office of the President, Washington, D.C.

Pub Date- 79

Note-64p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administration, *Agency Role, *Community Attitudes, Data Collection, Economic Development, Education, Employment Problems, Equal Opportunities (Jobs), Equal Protection, *Federal Government, *Federal Programs, Government Role, Health, *Hispanic Americans, Housing, Justice, Opinions, Policy Formation, Racial Discrimination, Voting Rights

Identifiers-*Carter (Jimmy), Immigration

The report is a summary of the responses of 8 federal agencies and departments (the Small Business Administration; the Environmental Protection Agency; and the Departments of Labor; Justice; Housing and Urban Development; Health, Education, and Welfare; Commerce; and Energy) to the inquiries made by President Jimmy Carter regarding issues, questions, and concerns raised by Hispanics at 16 Town Meetings conducted in 1978 in 7 states, the District of Columbia, and Puerto Rico. Areas of concern raised at the meetings were employment, the administration of justice and immigration, housing, health and welfare, education, economic development, and Hispanic data collection. Responses generally describe what the government, in general, and the Carter administration, in particular, have done and are doing to alleviate problems in these areas; note the effect of existing policy on the Hispanic population; include a progress report on any remedial action; and indicate pertinent future plans. The report also lists the name, title, address, and telephone number of all Hispanic presidential appointees. (SB)

ED 184 848 SE 030 465

Shreider, Yu A.

What Is Distance? Popular Lectures in Mathematics.

Chicago Univ., Ill. Dept. of Mathematics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-74

Grant-NSF-G-8847(MA)

Note-81p.; For related documents, see SE 030 460-464. Not available in hard copy due to copyright restrictions. Translated and adapted from the Russian edition.

Available from-The University of Chicago Press, Chicago, IL 60637 (Order No. 754987; $4.50).

Pub Type- Translations (170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Mathematics, Geometric Concepts, Higher Education, Lecture Method, Mathematics, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Measurement, Secondary Education, *Secondary School Mathematics

Identifiers-*Distance (Mathematics), *Metric Spaces

Presented is an elaboration of a course given at Moscow University for pupils in ninth and tenth grades. The development through abstraction of the general definition of distance is discussed and a class of spaces in which the notion of distance is defined, the so-called metric spaces, is introduced. The general concept of distance is related to a large number of mathematical phenomena. (Author/MK)

ED 184 476 HE 012 524

Brooks, Norward J.

The Future of Private Colleges.

Pub Date-Mar 80

Note-22p.; For related documents see HE 012 521-524.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role, Competition, *Declining Enrollment, Educational Finance, Enrollment Trends, Federal Aid, *Financial Problems, Futures (of Society), *Higher Education, *Private Colleges, *Small Colleges, State Aid, Trend Analysis

Identifiers-*Diversity

While the elite private colleges may survive the enrollment declines of the 1980's and 1990's, the less elite, so-called invisible private colleges may have more difficulty. Finance, enrollment, and competition are the three major elements seen to threaten these institutions' futures. They face an uncertain financial future since historically they receive less federal and state funds than their chief competitors, the comprehensive colleges and universities. The small colleges may have to change their characters and constituencies in order to compete for funds. Some options are discussed, including lowering faculty salaries or using unrestricted endowments for operating costs. Enrollment decline may also be especially great in these traditionally nonvocational colleges. In the area of competition, the major difference between the small colleges and their rivals the two- and four-year public colleges is that the former can offer greater diversity. It is noted that the new roles and loss of diversity accepted by small colleges in reaction to enrollment declines may have spawned unfortunate compromises. (MSE)

ED 184 566 IR 008 253

McAnany, Emile G. And Others
Evaluation.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
Pub Date-Jan 80
Note-14p.
Journal Cit-Development Communication Report; n29 Jan 1980
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations, Educational Radio, Educational Theories, *Evaluation, Evaluation Methods, *Formative Evaluation, *Summative Evaluation

Two lead articles set the theme for this issue devoted to evaluation as Emile G. McAnany examines the usefulness of evaluation and Robert C. Hornik addresses four widely accepted myths about evaluation. Additional articles include a report of a field evaluation done by the Accion Cultural Popular (ACPO); a study of the impact of that evaluation by Hernando Bernal, Ernesto Santos, and Guillermo Torres; the use of formative evaluation (feedback) in program production for instructional radio by Jamesine Friend; and the potential use of postcards to stimulate the interest of villagers by Benedict Tisa. A selected annotated bibliography on evaluation, reviews of four books on communications, descriptions of four educational projects, and an annotated listing of reports on educational television in the Ivory Coast that are available through ERIC are also included. (JEG)

ED 184 606 JC 800 055

Writing Higher Level Learning Objectives: The Cognitive Domain.

Pub Date-79
Note-30p.; Prepared for the Media Systems Series in Creative Teaching.
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Objectives, *Behavioral Objectives, Classroom Techniques, *Cognitive Objectives, *Commuqity Colleges, Course Objectives, Learning Modules, Learning Theories, Pretests Posttests, Teacher Education, *Teacher Effectiveness, *Teacher Improvement, Teaching Methods
Identifiers-*Blooms Taxonomy

This two-part learning module is designed to assist instructors in writing behavioral course objectives that will provide their students with precise statements of what is expected of them in terms of high-level cognitive learning, that is, learning that involves analysis or judgement. Part I of the module defines behavioral objectives as those which call for specific responses from learners, and discusses the hierarchy of those objectives within the cognitive and affective domains of Bloom's Taxonomy. Part II discusses the application of behavioral objectives and Bloom's Taxonomy to the classroom situation. It also provides examples of written learning objectives at each level of the cognitive domain, i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation. Exercises, suggested activities, and tests are provided throughout the module to reinforce the concepts and their application. (JP)

ED 184 725 PS 011 375

Report to the President: United States National Commission on the International Year of the Child.

National Commission on the International Year of the Child, Washington, D.C.

Pub Date-Mar 80

Note-226p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 041-000-00012-1, $5.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Childhood Needs, Citizenship, Cultural Awareness, Economic Factors, Educational Responsibility, *Family (Sociological Unit), Federal Legislation, Global Approach, Health, Health Needs, Juvenile Courts, Mass Media, *Minority Group Children, *National Programs, Parent Child Relationship, Position Papers, *Social Services, Violence

Identifiers-Childrens Rights, *International Year of the Child

This report to the President overviews the activities of the United States National Commission on the International Year of the Child (IYC), 1979, and makes recommendations for national policy. Part One consists of a brief report of organizing activities of federal agencies and nongovernmental organizations, synopses of local initiatives for children, and the report of the Children's Advisory Panel of the National Commission. Included in the Panel's report are the topics of fear and violence, education, social problems, and adult/youth communication. Part Two focuses on the current condition of families, minority children, and support systems such as family support services, juvenile justice and youth services, health care, and education. Recommendations are made for action in most of these areas of concern. The final chapter reviews some of the major aspects of the larger society that impinge on families. The effects of the economy and media on children, education for global living, every child's right to citizenship, and the condition of children in foreign countries are discussed. IYC related declarations, resolutions, orders, announcements, legislation, committee and organizational rosters and other materials are appended. (Author/RH)

ED 184 347 FL 011 147

Pack, Alice C., Ed.

TESL Reporter, Vol. 4, No. 2.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date-70

Note-15p.

Available from-Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, HI 96762 (free)

Pub Type- Collected Works - Serials (022) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, English, *English (Second Language), Grammar, Higher Education, Sentence Structure, *Student Characteristics, Student Needs, Surveys, Teacher Education, *Textbooks

This issue of TESL Reporter'' presents results of a 1970 English as a Second Language (ESL) textbook survey conducted by the English Language Institute and reported by Alice C. Pack; an article by Julene Evans entitled Why TESL?''; and an article by Yao Shen entitled Supplementation of Opposites in Simple Predicate Expansion.'' Of the 1,200 mailed questionnaires for the ESL textbook survey, 264 were returned. The textbooks are listed along with the numbers of institutions using the text by level of education. Julene Evans explains why a teacher whose students learn ESL must be trained differently from a teacher of regular high school English by pointing out some of the differences in the students and material each will eventually teach. The article by Yao Shen includes a listing of the number of members in continuous strings including the verb, the formulas in the continuous strings, and the participation of the auxiliaries be,'' have,'' and do,'' and the modals will'' and can'' in the formulas. This article is the second of four installments. (SW)

ED 184 424 HE 012 440

Smith, Alan

Joint Programmes of Study: An Instrument of European Cooperation in Higher Education. Collection Studies, Education Series No. 7.

Commission des Communautes Europeennes (Luxembourg).

Report NO.-ISBN-92-825-0884-6
Pub Date-Jul 78
Note-186p.; Parts may not reproduce clearly.
Available from-Office for Official Publications, Commission of the European Communities, P.O. Box 1003, Luxembourg ($6.70)
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Access to Education, Administrative Problems, Culture Conflict, *Exchange Programs, Financial Problems, *Foreign Countries, Higher Education, Institutional Cooperation, *International Educational Exchange, Language Fluency, Program Administration, Student Adjustment, *Student Mobility, Student Motivation, *Study Abroad, Teacher Exchange Programs
Identifiers-*Europe, *European Economic Community

The Couqcil of tHe European Economic Community (EEC) developed a plan to increase student mobility in higher education across national borders. The plan is characterized by efforts at common policy in such matters as admission, credit transfer and equivalence, a student handbook on opportunities, and a plan for grants for short study visits in other countries in the EEC. Emphasis is on student mobility at the undergraduate level. The aims of the program are related to student employment potential, the expansion of knowledge, and European cooperation and integration, as well as expansion of educational opportunities. The programs are outlined individually. Problems were found in six areas: academic, administrative (including numerical limitations), social adjustment to new cultures, linguistic, motivation, and financial. The programs are felt to have been successful, and with some improvements are seen to have potential for future development. Appended are a list of references, bibliography, summary of supported projects in 1976-77, a list of project directors for the same year, samples of resulting interinstitutional agreements, and grants for the development of joint programs. (MSE)

ED 184 683 PS 011 323

Nutrition Education, Manual for Teachers. Health Education: Physical Dimension of Health.

New York State Education Dept., Albany. Bureau of School Health Education and Services.

Pub Date-79

Note-122p.; For related documents, see PS 011 321-323.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Curriculum Guides, *Eating Habits, Elementary School Students, *Elementary Secondary Education, Health Education, *Nutrition, *Nutrition Instruction, *Physical Development, Secondary School Students, Teaching Guides

This teachers' manual provides nutrition information and guidance to facilitate nutrition learning experiences for children and youth. The manual is organized into six parts as follows: Parts one through four provide teachers of primary and intermediate grades, and junior and senior high school with an overview of nutrition education, the goals that teachers should strive to achieve, and basic nutrition concepts and understandings that the learners should develop. These are presented separately for each of the four grade levels. Part five, Essential Nutrition Information,'' provides teachers with the basic nutrition facts the teacher needs to teach effectively and to deal adequately with the questions that the learners are likely to ask. Part six, the Appendices, provide: (1) a listing of sources of books and other literature, and learning/teaching aids that the teacher will find useful for detailed discussions about the ideas presented in the manual and that can be used to motivate and enhance learning, (2) summaries of some common misconceptions about food, (3) a summary of dietary goals'' for the U.S. (Author/SS)

Sunal, Dennis W.
User Information for Science Process Measure-Form A.
Pub Date- 76
Note-17p.; For related documents, see SE 030 370-373. Contains
occasional light and broken type.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary Secondary Education, Evaluation, *Interpretive Skills, *Measures (Individuals), Performance Tests, *Process Education, Science Education, Science Teachers, *Science Tests

Presented is a Science Process Measure for teachers of science. The instrument consists of 18 items, a response sheet, and an answer key. No data regarding the instrument are provided. (CS)

ED 184 368 FL 011 174

Colquhoun, Ann

Attitudes Toward Five Dialects of English.

Pub Date-78

Note-12p.; Paper presented at the Meeting of the Linguistic Society of America (Boston, MA, 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Images, *Dialects, *English, *Language Attitudes, *Language Research, Language Styles, *Language Variation, Social Attitudes, Socioeconomic Influences, *Sociolinguistics, Stereotypes, Surveys

A language attitude survey was conducted in Toronto in the winter of 1978 in which 457 people of various ages, social classes, geographical backgrounds, and of both sexes were asked to listen to 20 voices representing five varieties of English and to rate them on a series of character traits and on a socio-economic status scale. The purpose was to establish the relative prestige of, and favorableness in attitudes towards five dialects of English: Canadian, Midwestern American, Southern, West Indian, and British, and to examine the effect of the listener variables: age, sex, social class, and region. Although previous language attitude studies, particularly those using the matched guise'' technique, have found that the variety of language used by a speaker has been a strong factor, the results of this study show that the dialect factor loses much of its strength when combined with real personality differences and passage content variation. In many parts of the analysis, the dialect factor, which was expected to be a significant source of variation, was no more significant than the speaker factor. The interaction of these two factors was usually the major source of variation. (Author/AMH)

Linney, Thomas J., Jr.

The Making of a State Budget. California's 1976-77 Higher Education Budget Hearings: Issues, Analysis and Implications.

Pub Date-Jul 76
Note-101p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Budgeting, College Faculty, College Students, Educational Opportunities, *Enrollment Rate, Hearings, *Higher Education, Private Colleges, Public Policy, Research Projects, Research Utilization, Schoolfunds, State Agencies, *State Aid, State Legislation, State Universities, *Statewide Planning, Student Financial Aid, *Teacher Salaries
Identifiers-*California

The basic authorities and procedures of budgeting for higher education in California and several major issues raised during the course of budget hearings held in 1976 and their respective resolution are discussed. The issues were raised for the most part in appropriations under consideration for the University of California, although most of them had implications for the other segments of higher education in California. The following issues were addressed: enrollment levels, faculty salaries, research and public policy, educational opportunity programs, and the California Postsecondary Education Commission. Observations and conclusions about the budgetary process on the state level are offered, and future implications of the process on higher education in California are considered. Examples illustrative of the range of research results produced by the University of California's research programs are appended. (SW)

ED 184 520 IR 008 171

Media Duplication and Distribution Service Catalog. Supplement, 1980.
New York State Education Dept., Albany. Bureau of Mass Communications.
Pub Date-80
Note-56p.
Available from-Bureau of Mass Communications, State Education Department, Cultural Education Center, Albany, NY 12230 (ordering forms and/or complete video listing, free)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Audiovisual Aids, Educational Television, *Filmographies, *Instructional Materials, Public Television, Services, *Videotape Recordings

This catalog is the latest compilation of programs on videotape which schools, public television stations, and all licensed and chartered educational organizations in the State of New York may use at no cost. Only the user's videotape and a properly prepared order form are necessary to receive any of the programs described in the catalog. Ordering instructions are provided. Videotapes are listed by content in categories: communications, consumer education, economics, energy, essential learning skills, ethnicity, music, nutrition, parenting, physical education, science, social studies, theater, and vocational education. Each entry has information on the length, producing agent, number of programs, teacher's guide, and audience, as well as content. This service is available on one-half inch EIAJ-I, three-quarter inch Betamax Cassette, one-half inch VHS Cassette, and Quadruplex. (JEG)

ED 184 544 IR 008 22

Buckingham, Betty Jo

Peer Six: Six Projects Selected by the Participants in Teaching Library Skills, a Workshop June 27-July 1, 1977, University of Northern Iowa, Library Science Department.

Northern Iowa Univ., Great Falls.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-Jan 78

Note-37p.; Best copy available. Document prepared at the Extension Division.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Librarians, *Library Instruction, *Library Materials, *Library Skills, *Media Specialists, Public Schools, *Team Teaching

Participation in a workshop conducted for media library specialists developed team teaching projects to integrate library/media skills into the subject areas of their school curriculums. Six of the projects were selected for inclusion in this report. A dictionary skills game provides a fun way of learning for fifth graders while reinforcing dictionary skills and teaching the etymology of words. In the second, fairy tales are introduced to children with the aid of the Ginn 360 reading program to improve personal self image. A third integrates library skills instruction with classroom assignments on a junior high school level. Four activities correlated with a fifth grade social studies text in project four focus on biographies, the pronunciation key in a dictionary, and using the encyclopedia and atlas. In the fifth, fourth graders make their own books after watching the film Ezra Jack Keats'' in which he describes his writing and illustrating of a book. A combination of sound slides, film strips, and flash cards develop card catalog skills in the last of these projects. A number of short games and activities are also included for dry periods of instruction. (RAA)

ED 184 644 JC 800 209

Naylor, Harriet H. And Others
Higher Education and the Older Volunteer: A Place for Everyone.
American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Edna McConnell Clark Foundation, New York, N.Y.
Pub Date-80
Note-74p.; Photographs will not reproduce well
Available from-American Association of Community and Junior Colleges,

One Dupont Circle, N.W., Suite 410, Washington, DC 20036 ($6.00)
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, *Community Services, Consultants, Consultation Programs, Counselors, Displaced Homemakers, Job Placement, *Older Adults, *Outreach Programs, *Paraprofessional School Personnel, Part Time Faculty, Postsecondary Education, Program Descriptions, Program Development, Program Implementation, Retirement, Social Agencies, Teacher Aides, Theater Arts, Tutors, Universities, *Volunteers

The initiation, implementation, and successes of 13 older adult volunteer programs are traced in these descriptive essays focusing on: (1) the Educational Growth Opportunities project at San Diego State University (CA); (2) the Retired Volunteer Service Corps at the University of Maryland; (3) the Displaced Homemakers Program at Valencia Community College (FL); (4) Grandparents Unlimited at Oakton Community College (IL); (5) the Talent Bank at Edison Community College (FL); (6) the Service Corps of Retired Executives, Chapter 36 at Brookdale Community College (NJ); (7) the Retired Senior Volunteer Program at Belleville Area College (IL); (8) Closing the Generation Gap at the University of the District of Columbia; (9) the University Year for ACTION Program at Santa Fe Community College (FL); (10) the Andrus Volunteer Program at the University of Southern California; (11) Programs for Older Adults at Los Angeles Valley College (CA); (12) Project ASSERT at University College and Sinclair Community College (OH); and (13) the Barn Players Theatre Senior Acting Troupe at Johnson County Community College (KS). Older adults perform a variety of functions in these programs including college advisors, tutors, administrative consultants, instructors, foster grandparents, placement counselors, technical consultants in vocational programs, program planners, educational aides, and peer advisors. (AYC)

ED 184 763 RC 011 942

An Evaluation Project: The Pierre Indian School. Objectives Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.

Pub Date-Dec 73

Note-49p.; For related document see ED 085 154.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Education, American Indians, Attendance, *Boarding Schools, Community Involvement, Delivery Systems, *Dropout Characteristics, Dropout Prevention, *Educational Change, Elementary Secondary Education, Facility Improvement, Family Environment, Family Influence, Institutional Evaluation, *Learning Problems, Long Range Planning, Needs Assessment, Social Adjustment, Special Education, *Special Schools

Identifiers-Bureau of Indian Affairs, *Pierre Indian School SD

Assessment of the special education needs of Indian children in the Aberdeen area and six possible courses of action for the Pierre Indian School are discussed in this evaluation. The first section reports in detail the findings of the needs assessment, which was conducted with a survey questionnaire completed by 137 individuals concerned with Indian education. Conclusions drawn from the data are that a need exists for an off-reservation boarding school program for students with unusual social-emotional learning handicaps and that the program should provide a quality family/home living component. The second section proposes and evaluates the following alternatives: (1) continue Pierre Indian School's 1972-73 program and upgrade it with appropriate staff and renovation of the physical plant; (2) close the school, reassign the students, and design programs in each of the area boarding schools in the Aberdeen Area as already serving Indian children with learning handicaps and provide a qualified specialist to help schools meet special needs; (4) establish group homes on reservations to serve students with special needs; (5) obtain special education services on a contract basis; and (6) proceed with the present program at Pierre Indian School and make systematic improvements in spite of staffing and budget constraints. (JH)

ED 184 305 FL 010 764

The Third Annual Report of the National Advisory Council on Bilingual Education.

InterAmerica Research Associates, Rosslyn, Va.; National Advisory Council on Bilingual Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-Nov 77

Contract-300-77-0050

Note-175p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, *Curriculum Development, *Educational Policy, *Federal Legislation, Inservice Teacher Education, *Multicultural Education, Second Language Programs, *Teacher Education

Identifiers-*Bilingual Programs

This report assesses the condition of bilingual education in the United States in an attempt to convince policy makers to expand and extend Title VII and P.L. 93- 380. The legislative history and activities and reports of on-going projects in bilingual education at the federal, state, and local levels are summarized. The National Advisory Council's key recommendations are: (1) that the Office of Bilingual Education administer the LAU Technical Assistance Centers and be upgraded to the Bureau of Bilingual Education; (2) that an independent Center for Research and Evaluation in Bilingual Education be established; (3) that higher funding priority be given for the training of all bilingual education personnel; (4) that Title VII be designated a service rather than a demonstration project and funding allocated on the basis of number of children served; (5) that bilingual education certification programs and in-service training programs in the target languages be established for elementary and secondary teachers; and (6) that funding be provided for on-going research into learning styles and curriculum development. State-by-state statistics of the facilities and programs available to LESA (limited English- speaking ability) children and of bicultural/multicultural teacher-training programs are provided in support of the recommendations. (PMJ)

ED 184 567 IR 008 254

Bates, Tony

A Master Plan for the Evaluation of the Radio Component of the Fifth Education Project for the Royal Government of Thailand.

Ministry of Education (Thailand).

Spons Agency-United Nations Development Programme, Bangkok (Thailand).

Pub Date-79

Note-113p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Developing Nations, *Educational Radio, *Evaluation Methods, Evaluation Needs, *Formative Evaluation, Guidelines, *Program Evaluation, Summative Evaluation

Identifiers-*Thailand

The master plan for evaluation presented in this report was developed by a UNESCO consultant as part of an agreement between the Government of Thailand and the United Nations Development Program for a project providing technical assistance for strengthening educational radio for schools and out-of-school education. Although this plan is restricted to the activities of the Centre for Educational Technology (CET), the Radio Correspondence Project (RCP), and the In-Service Teacher Training Division (TTD), brief descriptions of the activities of other sectors using the radio facilities provided under this education project are included. Formative and summative evaluation procedures proposed are based on a study of the educational radio for school and out-of-school project in its context, and an assessment of the available resources for the evaluation of the project. This report concentrates primarily on recommmending detailed sets of procedures for the evaluation of the in-school sector, and a broader and less detailed framework for the evaluation in the other sectors. A summary of the recommendations and a list of references conclude the report, and appendices provide background information on the project, including a detailed work evaluation plan for CET and an outline of project phasing, job descriptions, and terms of reference for foreign consultants. (Author/JEG)

ED 184 607 JC 800 076

Woodward, Nell M.

Food Service 255. Operational Management II: Procedures. Course Outline.

Pub Date-Nov 79

Note-40p.; Graduate seminar paper, University of California.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Education, *Community Colleges, *Course Descriptions, *Course Objectives, Food Handling Facilities, Food Service, *Food Service Industry, Foods Instruction, Legislation, Nutrition Instruction, Organizational Communication, Personnel Management, Productivity, *Supervisory Training, Trade and Industrial Education, Two Year Colleges

An outline is provided of Food Service 225, a course offered at Orange Coast College dealing with the organization and management of food service departments within health care, commuqity care, and school feeding programs. The outline first presents a course description, which covers prerequisite course work, the role of the course within the college's Food Service Management curriculum, and the student population expected to take the course. A glossary of terms is then provided, followed by an outline of the major course objectives and a rationale for providing the course within the occupational education program of the college. Next, the instructional materials to be used are listed, including textbooks, library materials, periodicals, and audio-visual materials. The goals, activities, and assessment measures for each of the following course units are then outlined: (1) institutional food service, (2) management principles, (3) supervisor role, (4) effective communication, (5) production and service systems, (6) personnel management, (7) employee productivity, (8) nutritional care services, (9) legislation, and (10) the future of institutional food service. The outline concludes with a discussion of the criteria to be used by the instructor in evaluating the effectiveness of the course. (JP)

ED 184 663 PS 011 251

Honig, Alice Sterling
What Are the Needs of Infants?
Pub Date-Nov 79
Note-15p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Caregivers, *Childhood Needs, Day Care, Early Childhood Education, *Educational Needs, Educational Responsibility, Infant Behavior, *Infants, *Interpersonal Competence, Personality Traits, Preschool Children, *Psychological Needs

A rational approach to increasing the quality of infant caregiving environments requires knowledge of the interrelationships among three major aspects of caregiving: the adult, the infant and the environment in which care is provided. This presentation focuses on desired traits of caregivers and on the needs of infants. In addition to warm personal qualities, caregivers should have a belief in the personhood of a baby, knowledge of the institutional system in which caregiving is done, a sense of humor, sensitivity to individual differences among infants, ability to play enthusiastically and be creative with an infant, an understanding of the necessity of firm and fair limits, receptivity to early talking efforts and a willingness to model language, and an ability to match performance with the developmental levels of individual children. Babies need satisfying attachments with the special people who care for them, floor freedom, learning experiences they can assimilate, the opportunity to learn social skills such as respect for the rights of others and helpfulness, and adults who are sensitive to their present levels of competence and who provide appropriate environements, experiences and toys. A baby whose learning is precious to the caregiver has a firm base from which to grow. (Author/RH)

ED 184 745 RC 011 839

Rural Development Progress, January 1977-June 1979. Fifth Report of the Secretary of Agriculture to The Congress.

Department of Agriculture, Washington, D.C.

Pub Date-Oct 79

Note-78p.; For related document, see ED 157 652.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, *Agency Role, *Delivery Systems, *Demography, Economically Disadvantaged, Economic Development, Employment, Energy, Facilities, Federal Government, *Federal Programs, Federal State Relationship, Health Services, Housing, Income, Needs, Program Descriptions, Regional Programs, *Rural Development, Rural Population, *Statistical Data, Transportation

Identifiers-*Farmers Home Administration, Rural Development Act 1972

The fifth annual report of the Secretary of Agriculture on rural development (prepared in response to a directive from the Rural Development Act of 1972) summarizes current rural conditions by presenting the most recently available statistical data on employment, income, population, housing, and community services and facilities and illustrates the administration's rural development strategy from January 1977 through June 1979. Health care was chosen as the focal point of the first of a series of initiatives to make federal programs work better in rural areas. Other White House initiatives were undertaken in the areas of housing, water and sewer, transportation, communications, energy, federal-state cooperation, and economic development. As a result of the August 1977 merger of the Rural Development Service into the Farmers Home Administration, new initiatives to implement its new policies and redirection emphases included policy management support for research, technical assistance, and rural advocacy; state plans and outreach targeted at the most distressed rural people and communities; joint investment strategy agreements; service delivery and program improvement measures; and an area development assistance planning grant program. Other U.S. Department of Agriculture intradepartmental initiatives included policy research, services to the disadvantaged, assisting rural institutions, and protecting and improving the rural environment. (NEC)

Jones, Myron
Indian Education and the Frontiers of Federal Advocacy.
Indian Education Training, Inc., Albuquerque, N. Mex.
Pub Date-Apr 80
Note-19p.; Paper presented at the Annual Conference of the American Educational Research Association (Boston, MA, April, 1980)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education, Board of Education Role, Change Agents, *Change Strategies, Educational Finance, Equal Education, Federal Aid, *Federal Indian Relationship, *Federal Legislation, Government Role, *Government School Relationship, *Parent Participation, Public Schools, Tribes
Identifiers-Bureau of Indian Affairs, Indian Education Act 1972, Johnson O Malley Act, Traditionalism, Tribal Government

In terms of federal precedent, Indian education can be said to represent the avant-garde. Federal involvement in Indian education began in 1890 with tuition payment on a per capita basis for Indians attending public schools and continued with provisions of the 1934 Johnson O'Malley Act and the 1972 Elementary and Secondary Education Act. This report focuses on three distinct models of federal advocacy legislation: the Indian Education Act of 1972, the unsuccessful legislation intended to accompany the Indian Self-Determination Act of 1972, and Public Law 95-561, Title XI. The nature, form, structure and plan of federal assistance are vital questions. Any law that provides for advocacy through representation should meet three tests: (1) representatives from tribes must know the concerns of those represented (the parents); (2) representatives must speak for those concerned more effectively than the people themselves; and (3) school district people must acknowledge the authority and legitimacy of the representative. These conditions do not exist now because this tribal role has not evolved from the community itself but through the legislation, tribal governments are not as familiar with the issues as the people they represent, and school districts are accustomed to negotiating with groups of parents or committee representatives. Although there has been no visible movement in this direction, the law attempts to overcome these problems by allowing tribes to delegate their new authority. (NEC)

ED 184 801 RC 011 994

LaFromboise, Teresa Dixon, David N.

American Indian Perception of Trustworthiness in a Counseling Interview.

Pub Date-Apr 80

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Education, American Indians, Communication (Thought Transfer), *Counseling Effectiveness, Counseling Techniques, Counselor Characteristics, *Counselor Evaluation, *Credibility, *Cultural Awareness, Ethnicity, Interpersonal Relationship, *Interviews, Nonverbal Communication, Perception, Racial Differences, Secondary Education, Student Attitudes, Student Participation, Student Reaction, Verbal Communication

A counseling analogue study was designed to evaluate the effects of counselor ethnicity and counselor trustworthiness on American Indian student ratings of perceived counselor trustworthiness.'' Forty-four American Indian high school students (22 males and 22 females) from a public high school on a reservation in Nebraska viewed a 2-segment videotape analogue of 2 counseling interviews in which an American Indian student discussed a problem about future educational plans. Four conditions were portrayed by two male interviewers (Indian and non-Indian) and typified trustworthy and untrustworthy interview performance. Subjects then rated the counselors' perceived levels of trustworthiness on the Counselor Effectiveness Rating Scale and the Counselor Rating Form. Results indicated that the role manipulation of trustworthy interview behaviors was successful and that the ethnicity of the counselor may not be important provided that the non-Indian counselor is trained to use culturally appropriate interview communicative and trustworthy behaviors. With this information counseling psychologists with training responsibilities should be better able to provide practice for students in training in identifying and enacting verbal and non-verbal behaviors indicative of counselor trustworthiness with American Indian clients. (Author/NEC)

ED 184 824 SE 030 373

Sunal, Dennis W.

User Information for Science Process Measure-Form B.

Pub Date- 76

Note-17p.; For related documents, see SE 030 370-372. Contains occasional light and broken type.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Elementary Secondary Education, Evaluation, *Interpretive Skills, *Measures (Individuals), Performance Tests, *Process Education, Science Education, *Science Teachers, Science Tests

Presented is a Science Process Measure for teachers of science. The instrument consists of 18 items, a response sheet, and an answer key. No data regarding the instrument are provided. (CS)

ED 184 849 SE 030 494

Holliday, William G.

Overprompting Science Students Using Adjunct Study Questions.

Spons Agency-Alberta Advisory Committee on Educational Research, Edmonton.; Calgary Univ. (Alberta).

Pub Date-Apr 80

Note-18p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Models, *Questioning Techniques, Science Instruction, Secondary Education, Secondary School Science, Student Evaluation, *Teaching Methods

Identifiers-*Adjunct Questions

Described is an investigation of the hypothesis that students presented with strong hints or prompts to answers of comprehension questions adjuqct to a flow diagram would understand less than students presented with no prompts. Also described is the study of the hypotheses that a diagram-only treatment group would outperform the prompted group and all treatment groups would outperform a placebo-control group. The research, based on the selective attention model, is described as supportive of the model, and recommends an instructional goal for teachers. (SA)

ED 184 327 FL 011 010

Chinese-Mandarin: Basic Course. Volume XVI: Lessons 168-180.
Defense Language Inst., Monterey, Calif.
Pub Date-Dec 66
Note-318p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.40; accompanying cassettes $4.80)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Audiolingual Methods, Cultural Education, *Ideography, Instructional Materials, International Relations, *Mandarin Chinese, *Military Science, Political Science, *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, *Translation, Vocabulary Skills, Writing Instruction
Identifiers-China, *Dialogs (Language Learning)

This is the last of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Facility in reading, writing, and translating texts written in Chinese characters is emphasized. Instructional materials in the 13 lessons include dialogues, word lists, and exercises in reading, writing, and translation. The emphasis of the course is on military science, but other topics include Sino-American relationships, the United Nations, making a speech, and the Chinese Communist tyranny in mainland China. (JB)

ED 184 408 HE 012 422

Bowen, Howard R.
Socially-Imposed Costs of Higher Education.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Aug 77
Note-56p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Compliance (Legal), *Cost Estimates, Educational Finance, Educational Responsibility, *Expenditures, *Federal Regulation, *Government School Relationship, *Higher Education, Institutional Research, Operating Expenses, Program Costs, *Social Responsibility
Identifiers-*Sloan Commission Studies

The growth of higher educational expenditures attributable to new social demands is considered. The main objective is to identify the sources of these costs, to estimate their amount, and to judge their impact on higher education. Colleges and universities, like many other types of organizations, are subject to social pressures and governmental programs resulting in significant increases in expenditures. It is proposed that socially imposed costs should be defined to include positive and negative effects on both costs and income in the long run. Socially imposed costs may be usefully subdivided into costs for actual program operations and costs associated with compliance or information. The period of time over which socially imposed costs are measured needs to be specified, and a distinction needs to be made between the increasing of costs and the changing of priorities. Higher education may have more difficulty than profit-making enterprises in shifting social costs to consumers and in handling new social costs because of staffing levels. An inventory of the sources of socially imposed costs to which colleges and universities are subject is presented. These sources include personal security, personal opportunity, consumer protection, work standards, environmental protection, natural resource use, tax reform, the need for knowledge and information, due process in matters affecting individuals including formal grievance and appeal procedures, the adoption of more open and democratic decision-making procedures, and the protection of individual privacy. (SW)

Karlesky, Joseph J.
Federal Regulations at Franklin and Marshall College.
Franklin and Marshall Coll., Lancaster, Pa.
Spons Agency-Sloan Commission on Government and Higner Education, Cambridge, Mass.
Pub Date-Oct 77
Note-111p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Attitudes, Affirmative Action, Case Studies, Certification, Confidentiality, Costs, Employer Employee Relationship, Equal Opportunities (Jobs), Facilities, *Federal Legislation, *Federal Regulation, Futures (of Society), *Government School Relationship, Higher Education, *Institutional Autonomy, Nonprofit Organizations, *Private Colleges, Racial Discrimination, Safety, School Surveys, Sex Discrimination, Student Financial Aid, Teacher Retirement, Veterans Education
Identifiers-Buckley Amendment, Education Amendments 1972, Employee Retirement Income Security Act, *Franklin and Marshall College PA, Higher Education General Information Survey, Internal Revenue Service, *Sloan Commission Studies

Administrators were interviewed at Franklin and Marshall College, a small private liberal arts college in Pennsylvania, to learn the impact of federal regulation on the institution. These issues were discussed: (1) what federal regulations affect the interviewee's responsibilities and which are of greatest concern; (2) how the interviewee assesses the costs and benefits of the regulations; (3) ways in which the tone and operation of the offices have changed; (4) what files or position papers might aid in analyzing the changes; (5) how regulations have shaped the college as an institution; and (6) how the interviewee assesses the administration of the regulations and their general consequences. A discussion of the survey results includes the following issues and elements: financial and time costs; regulatory costs and the institution as an employer; occupational safety; physical plant; legal costs; the Employee Retirement Income Security Act; the college as a nonprofit institution; Internal Revenue Service reports and rules; nondiscrimination regulations; the Higher Education General Information Survey; sex discrimination and Title IX of the Education Amendments of 1972; equal employment; the Buckley Amendment on confidentiality of student records; certifications of student enrollment status for various government purposes; enrollment of veterans; student aid programs; and affirmative action. Regulations and the college's future are discussed. (MSE)

ED 184 458 HE 012 485

Cope, R. G.

Observations on Washington State's System of Higher Education with Particular Attention to the Relationship between State Government and the Institutions.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-31 Dec 78

Note-70p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges, Competition, Educational History, Financial Support, *Governance, *Government Role, *Government School Relationship, *Higher Education, Institutional Cooperation, Leadership, Power Structure, Private Colleges, Public Education, Socioeconomic Influences, State Colleges, *State Government

Identifiers-*Sloan Commission Studies, *Washington

The recent growth and current status of the State of Washington's system of higher education are discussed. After a description of the institution's delivery of higher education services, Washington's social, cultural, and economic background are briefly considered. The prevailing governance structure is discussed in the context of a recent historical sketch. The types of intervention available to state government are examined and their application in Washington is illustrated. The way that continued collaboration among agencies and institutions may serve to sustain the fiscal support of higher education is considered. Five propositions are advanced: (1) that the political environment has become more difficult at a time when leadership from the institution has faltered; (2) that within state government, significant shifts of power have taken place in recent years with far more formal and informal influence moving from the executive offices to legislative committees that are supported by increasing numbers of staff; (3) that the influence of the legislature and the agencies serving it on institutional operations is likely to increase even further; (4) that the increasing competitiveness among institutions for markets, unless voluntarily checked, will lead first to increased ad hoc interventions by the legislature and eventually to more governance from centralized agencies; and (5) that while little institutional latitude has as yet been lost, the potential for decline is great. (SW)

ED 184 477 HE 012 525

Out-Of-State Institutions of Higher Education Operating in the State of Maryland, Academic Year 1979-80. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.
Pub Date-Dec 79
Note-54p.
Available from-State Board for Higher Education, 16 Francis St., Annapolis, MD 21401
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Programs, Eligibility, Enrollment, *Extension Education, *Higher Education, Institutional Evaluation, Intercollegiate Cooperation, *Off Campus Facilities, *Satellite Facilities, *Shared Facilities, State Boards of Education, *State Standards
Identifiers-*Maryland

Action taken by the State of Maryland to regulate out-of-state higher education institutions and the status of such institutions for the academic year 1979-80 are examined. Twenty-three institutions previously approved to operate in Maryland received the revised regulations and an initial application to operate during the academic year 1979-80. Fully executed applications were received from 12 institutions, of which seven were granted full approval for one year, four were approved for the fall semester, and one was not approved. Of the approved institutions, nine are private colleges and two are public. Information is presented on enrollment projections for the 11 institutions for fall semester 979, instructional program offerings, location of enrollments, institutions operating on nonmilitary federal installations, institutions operating in county and private schools, institutions operating in naval installations, institutions operating in private industry, institutions operating at military bases other than naval installations, and institutions operating at churches. The revised regulations are appended. (SW)

A Program for Renewed Partnership. The Report of the Sloan Commission on Government and Higher Education. An Overview.

Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-80
Note-61p.
Available from-Ballinger Publishing Company, Cambridge, MA
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Budgeting, College Admission, *Equal Education, Family Income, Federal Aid, *Federal Government, Federal Regulation, Government Role, *Government School Relationship, *Higher Education, Medical Education, Minority Groups, Research Opportunities, School Holding Power, Scientific Research, State Colleges, State Government, *Student Financial Aid, Tuition
Identifiers-Basic Educational Opportunity Grants, National Educational Loan Bank, Research Administration, *Sloan Commission Studies

A study undertaken in 1977 by the Sloan Commission on the Regulation of Higher Education addressed the issue of government influence on postsecondary institutions. This overview of the study, the first chapter of the final report, summarizes the major recommendations in these areas: federal regulation, the role of the states (composition of higher education boards, reviews of program quality, changes in appropriation formulas, and minimum standards), student financial aid (present program limitations, changes in the Basic Educational Opportunity Grant program, low tuition at open-access state institutions, awards to colleges to promote retention, a national education loan bank, merit grants, and the overall program), research support (stability and growth of funding, reallocation project funds for new purposes, and financial oversight), and medical education (shifts in federal concerns, minority admissions, and enrollment limits). Two recommendations are emphasized: (1) the creation of a single enforcement agency for equal opportunity laws and regulations in higher education, and (2) reform of the federal financial aid program to ensure grants are reserved for poor students while loans are used to widen college choice for students of families at all income levels. Comments and dissents by individual commission members are included in a separate chapter, an outline of the full report is appended, and notes on individual commission members are given. (MSE)

ED 184 587 IR 008 285

Colson, John C.

The Public Library Movement in Nineteenth Century Wisconsin.

Pub Date-75

Note-351p.; Ph.D. Dissertation, University of Chicago, 1973. Revised.

Pub Type- Historical Materials (060) - Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Political Issues, *Public Libraries, Social Change, *Social Development, *State History, United States History

The inception and development of the public library in Wisconsin as a tax-supported popular library governed by an autonomous appointed board is discussed in detail. Topics covered include the evolution of legislation for public libraries for Wisconsin and other states; the history of library associations, or social libraries, transplanted from New England, with a discussion of their activities; the transition from library associations to public libraries, viewed as an effort to reach individuals in a more educational manner; and the development and political issues of the public library movement. A 9-page selected bibliography and appendices containing historical materials on the library associations, public library legislation, and gifts to public libraries in Wisconsin are attached. (SW)

ED 184 626   JC 800 178

Charles, Richard

Student Recruitment of Special Populations. Special Programs Segment, De Anza College.

De Anza Coll., Cupertino, Calif.

Pub Date-Mar 80

Note-13p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Cooperation, Ancillary School Services, *Community Colleges, *Information Dissemination, Learning Disabilities, Older Adults, Outreach Programs, *Physical Disabilities, Program Descriptions, *Publicity, Rehabilitation Programs, *Special Programs, Student Personnel Services, *Student Recruitment, Two Year Colleges, Two Year College Students

De Anza College provides numerous services and programs to meet the needs of the disabled, the aged, and other special populations in the surrounding community. These services include: (1) the Tutorial Center; (2) the Physically Limited Program, which works with the student to assure full participation in the college's curriculum; (3) the Adaptive and Rehabilitative Program; (4) the Educational Diagnostic Clinic, which recruits and serves students with learning disabilities; (5) the Adaptive Geriatric Education Program, which serves the institutionalized aged; and (6) the Older Adult Education Program, which provides senior citizens with educational experience at outreach centers. Over 45 procedures have been established at De Anza to disseminate information about these programs to De Anza students and to members of the community. These procedures involve the use of admissions forms, brochures, newsletters, orientations, special classes, the college catalog, class visitations, public service announcements, staff appearances on radio and television, cooperative activities with area parks, professional groups, high schools, local business and industry, newspapers, and special mailers. Special faculty/counselor interview procedures have been developed to increase the effectiveness of the staff. This descriptive report concludes with a list of agencies which coordinate their services with the college's special education programs. (JP)

ED 184 704 PS 011 344

Jordan, Valerie Barnes

Conservation of Social Roles in Preschool Children.

Pub Date-Feb 80
Note-10p.; Paper presented at the Annual Meeting of the Interdisciplinary International Conference (10th, Los Angeles, CA, February 1-2, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Role, *Concept Formation, *Conservation (Concept), *Preschool Children, Preschool Education, *Role Perception, Self Concept, Sex Role, Siblings, *Time Perspective
Identifiers-*Kinship Role

The development of children's understanding of the permanence of various social roles was examined in 16 four- and 16 five-year-old children. A social role conservation battery consisting of 12 items on the permanence of self-identity, gender, child and sibling roles was given under three temporal conditions: the past (i.e., when you were a baby, were you the same person - a boy/girl, a son/daughter, a brother/sister?); the near future, defined as four years into the future (i.e., when you are in second grade, will you still be?); and the remote future (i.e., when you grow up, will you still be?) In addition, tasks involving conservation of number and length, conservation of inclusive kinship roles, and kinship definitions of child and sibling were administered. Conservation of self-identity and gender were significantly higher than conservation of either child or sibling roles, and remote future transformations were significantly more difficult than either past or near future ones. Nonconservation of gender was related to perceived changes in kinship roles rather than to a denial of gender permanence per se, and nonconservation of kinship was related to perceived changes from child and sibling roles to parent roles. (Author/SS)

ED 184 825 SE 030 427

Walker, Westbrook A.

The Analysis of a Tailor-Made Curriculum and Its Impact Upon 5th and 6th Grade Minorities and Female Children.

Pub Date-Apr 80

Note-47p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Style, Concept Formation, *Educational Research, Elementary Education, Elementary School Science, *Females, *Minority Groups, *Science Education, Science Instruction, *Teaching Methods

Described are the results of a study in which the purposes were to: (1) develop a structure for teaching science utilizing a variety of techniques; (2) measure the performance resulting from the techniques; and (3) develop and evaluate an instrument using a specific technique for isolating other variables. The study allowed the students to select and utilize strategies suitable to their learning styles and the nonverbal instruments allowed for cultural freedom, and significant achievement. (Author/SA)

ED 184 348 FL 011 148

Pack, Alice C., Ed.

TESL Reporter, Vol. 5, No. 1.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.
Pub Date-71
Note-13p.
Available from-Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, HI 96762 (free)
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English (Second Language), *Instructional Materials, *Library Skills, *Listening Comprehension, *Material Development, Student Exchange Programs, Teaching Methods, *Vocabulary Development

This issue of TESL Reporter'' presents a summary of U.S.O.E. Project HE-084 by Gerald Dykstra; a sample listening comprehension exercise; a linear diagram of the English noun phrase designed for English as a Second Language students, developed by Alice C. Pack; an article on Japanese groups in summer session; and an article by Betty Crethar on evaluation of a dictionary-library skills class offered at the English Language Institute at the Church College of Hawaii. The USOE Project is the TESL Materials Development Project. Questions underlying the establishment of the project, the historical background of the project, conceptual considerations, and findings resulting from the work of project personnel are discussed. The listening comprehension exercise, which takes only five minutes at the beginning of each class period, is claimed to increase aural comprehension, immediate student attention, additional background information for students, and the elimination of roll calling in the classroom. The exercise uses short articles from current magazines and other sources and five to eight short multiple answer or true-false questions about information in the articles. The library skills course at Church College was designed to increase vocabulary and to develop classification-abbreviation skills and general interest in books as tools for learning. An exchange program between Church College of Hawaii and Western Japan is briefly discussed, with emphasis on instructional approaches. (SW)

ED 184 369 FL 011 175

Teschner, Richard V.
Historical-Psychological Portraits as Complements to Sociolinguistic Studies in Relational Bilingualism.
Pub Date-79
Note-27p.; Paper presented at the Conference on Non-English Language Variation in the Western Hemisphere (Louisville, KY, October 12-14, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingualism, Code Switching (Language), English, Family Characteristics, Individual Differences, *Language Attitudes, Language Research, *Language Usage, *Mexican Americans, Parent Background, Questionnaires, *Research Methodology, Socioeconomic Background, *Sociolinguistics, Spanish Speaking
Identifiers-*Language Loyalty

Language-related attitudinal differences between two bilingual students at the University of Texas at El Paso are examined. The student designated R'' is found to exhibit language loyalty to both English and Spanish. Spanish is his language of choice chiefly when his conversational partner expects Spanish. Student L'' maintains preferential loyalty to Spanish, which he uses invariably with all Mexican- Americans. R and L were raised in similar families, schooled in apparently identical environments, and live in the same neighborhood. Standard sociolinguistic questionnaires provide no explanation for the attitudinal differences between the two. Closer examination of the students' background leads to the conclusion that the differences stem from two factors. First, though both students' mothers are virtually Spanish monolingual, R's mother left her middle-class Mexican home in her twenties, after receiving a high school education, while L's mother left her working-class home in her teens, after receiving an eighth-grade education. Second, L, unlike R, spent his first eleven years and received his elementary education in El Paso's Segundo Barrio, a slum district. These findings imply that portraits of one's subjects, based on close personal acquaintance, can be a more effective research tool than standardized questionnaires. (JB)

ED 184 389 HE 012 366

Hanna, Mary T.

Ethnic Education for Future and Present Public Administrators. Director's Report.

State Univ. of New York, Binghamton. Dept. of Political Science.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-77
Note-103p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Education, Blacks, Catholics, Course Content, *Cross Cultural Training, *Cultural Awareness, *Ethnic Groups, Ethnicity, *Graduate Study, Higher Education, Jews, Mexican Americans, *Multicultural Education, Policy Formation, *Public Administration Education, Public Policy, State Universities, Urban Areas
Identifiers-State University of New York Binghamton

Methods for teaching college students studying public administration about the cultures, values, and politics of major ethnic groups were studied. Several activities were undertaken. In one, graduate students at the State University of New York at Binghamton participated in two courses specifically focusing on ethnic cultures, entitled American Urban Ethnic Politics and Social Values and Public Policy (the syllabi are appended). A second activity involved integrating ethnic projects and learning into regular public administration courses. For example, one student analyzed the impact of ethnicity on policy attitudes using existing social survey data. The paper is appended. Another research paper, also appended, analyzes the political organization and activities of four ethnic groups: Jews, white Catholics of European descent, Blacks, and Mexican Americans. Other project activities included placing students in internships with an ethnic component and conducting a lecture and discussion series with both national and local ethnic leaders and scholars for the benefit of faculty, graduate students, and community ethnic leaders and individuals. (Author/MSE)

ED 184 521 IR 008 182

Wright, John C. And Others

Active vs. Passive Television Viewing: A Model of the Development of Television Information Processing by Children.

Pub Date-Aug 78

Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childrens Television, *Cognitive Processes, *Concept Formation, *Early Childhood Education, Learning Modalities, Learning Processes, *Television Viewing

A conceptual model of how children process televised information was developed with the goal of identifying those parameters of the process that are both measurable and manipulable in research settings. The model presented accommodates the nature of information processing both by the child and by the presentation by the medium. Presentation is classified into two categories: simultaneous, where all stimuli or items of information are available at the same time; and successive, where the rapid stream of events is organized in its own sequence and does not repeat itself. Two modes are discussed: exploration and search processing. In the exploration mode, the child becomes familiar with the material by devoting attention to whatever is most physically salient or inherently attention getting. In search behavior, the child tries to comprehend the message by actively imposing an order of processing on simultaneous arrays. Similarity of age and viewing experience, and effects of the viewing environment are also discussed. Twenty-one references are cited. (JEG)

ED 184 545 IR 008 224

Monroe, Margaret E. And Others

Report to the Wisconsin Veterans Home (King, Wisconsin). Study of Residents' Reading and Media Interests as a Basis for the Developing Program of Library Service.

Wisconsin Univ., Madison. Library School.
Pub Date-Dec 78
Note-61p.; This study was a class project, Fall 1978.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Study, Feasibility Studies, Information Needs, *Institutional Libraries, *Library Services, *Needs Assessment, *Reading Habits, Surveys, *Veterans
Identifiers-*Wisconsin

This study: (1) identifies the library-related needs and interests of the residents of the Wisconsin Veterans Home (WVH), (2) searches for clues on activating a program of library service, and (3) explores the feasibility of establishing the WVH as a community library for King, Wisconsin. The needs assessment recounts procedures and presents the findings of oral interviews with residents, a survey of staff by questionnaire, and a spot-check of library users. Information on the reading interests of the residents is presented to assist in the planning of a more active library program. Questions on the feasibility of establishing the WVH library as a community library are confined to the staff, 81 percent of whom thought it was a good idea while 19 percent thought it was not. The study indicates the need for a follow-up inquiry on the information needs of residents and the relating of the findings to an assessment of the library's holdings. Further exploration of facts and issues related to expanding the WVH library for community use is recommended. Appendices include specific data gathered during the study. (FM)

ED 184 684 PS 011 324

Randell, Jill Olson, Christine

Nutrition Activities: Preschoolers and Parents.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency-Food and Nutrition Service (DOA), Washington, D.C.; New York State Education Dept., Albany.

Pub Date-Sep 79

Note-26p.; For related documents, see PS 011 325-326.

Available from-Mailing Room 7, Research Park, Cornell University, Ithaca, NY 14853 ($20.00; Set of 3 also contains Educator's Guide: Food Experiences for Young Children'' and Early Childhood Educator's Nutrition Handbook.'')

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Eating Habits, *Food, *Health Activities, *Nutrition Instruction, *Parents, *Preschool Children, Preschool Education

Identifiers-*Recipes (Food)

This activity book contains ditto masters of information sheets, recipes, and activity sheets to be given to parents of preschool children. This book was developed as a component of another book, Educator's Guide: Food Experiences for Young Children,'' to bring the classroom experiences into the home. It is intended to give parents some background information on the why and how of developing good eating habits and to foster interaction between parents and children. The ditto masters can be duplicated and sent home with the children or they can be used as handouts during parent workshops. (Author/SS)

ED 184 726 PS 011 380

Kose, Gary And Others

Children's Comprehension of Actions Depicted in Photographs.

Pub Date-Apr 80

Note-8p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Cognitive Development, Concept Formation, *Imitation, *Perceptual Development, *Photographs, Pictorial Stimuli, *Young Children

Children three through six years of age were asked to imitate actions depicted in photographs to determine whether they could interpret information of action in photographs. Twenty children at each of four age levels, 3, 4, 5, and 6 years, were asked to imitate two photos, each showing a young child performing a physical action. Following this task, the children were asked to imitate a live model performing the same actions for purposes of comparison. Finally, subjects were asked to describe what they saw in the pictures. Results indicated that children significantly improve in their ability to imitate actions depicted in photographs as they grow older (from mean of .36 at age 3 to 1.86 at age 6 based on a maximum score of 2). There were no significant increases with age in scores for imitating the live model which were high to start with at 3 years of age. Accurate verbal identification of actions in the photographs was achieved by 52% of the 3-year-olds, compared to 94% of the 6-year-olds. (Author/SS)

ED 184 425 HE 012 441

Huber, C. E.

The Promise and Perils of Business Ethics.

Association of American Colleges, Washington, D.C.

Pub Date-79

Note-37p.

Available from-Association of American Colleges, 1818 R St., Washington, DC 20009 ($4.50)

Pub Type- Reports - Research (143) - Opinion Papers (120) - Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business, *Business Administration Education, College Curriculum, Curriculum Development, Educational Resources, *Elective Courses, *Ethical Instruction, Ethics, Financial Support, Government Role, Higher Education, *Liberal Arts, Moral Values, National Surveys, Philanthropic Foundations, *Values Education

The 640 member schools of the Association of American Colleges were surveyed in 1978 to determine interest in curriculum on business ethics.

It was also attempted to determine how many schools provided their students with a general education program that included basic courses in the nature and operation of American business. The purpose was to gather information for designing such courses for nonspecialist liberal arts students. The response rate to the questionnaire was about 34 percent. Of the respondents, 28 percent reported offering no curriculum of this kind: the remainder reported that ethics and moral values were part of a wide variety of offerings, but often unrelated to the issues and disciplines of business. Comments showed that the institutions were generally eager to affirm institutional concerns for moral education. Data are summarized here, followed by a summary of research efforts in the teaching of business ethics. Four major reports ,The Ruder Report, The McMahon Report, the Opinion Research Survey, and the Buchholz (AACSB) Report, p. 25-26 are reviewed, and the current state and prospects for curriculum examined. Organizations that can provide resources are listed, as are government and foundation funding sources. (MSE)

ED 184 588   IR 008 286

Anderson, R. H. And Others

Selected Research Publications in Cognitive Science by Rand Staff: 1978-1979.

Rand Corp., Santa Monica, Calif.
Report NO.-Rand-P-5950/1
Pub Date-Jul 79
Note-25p.
Available from-Rand Corporation, Santa Monica, CA 90406 ($3.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Artificial Intelligence, Behavior, *Cognitive Processes, Computers, *Computer Science, Concept Formation, *Educational Psychology, *Linguistics, Memory, Psychological Studies

This selective bibliography of recent publications by Rand researchers in the Information Processing Systems research program includes only those papers concerned with the broad range of topics in cognitive science. These topics include the modeling of complex human behavior, the construction of intelligent computer systems, and the representation of knowledge in human and computer memories; the research draws upon the disciplines of cognitive psychology, educational psychology, computer science, artificial intelligence, and linguistics. The first of two sections provides abstracts for papers published between April 1978 and April 1979. The second section contains a list of titles published prior to April 1978 which are abstracted in Rand Paper P-5950. Titles are arranged alphabetically with topic and author indexes, and information is provided for obtaining reprints of the listed publications. (Author/RAA)

ED 184 645 JC 800 210

Butcher, Loretta J.
Free and Reduced Tuition Policies for Older Adult Students at Two-Year Community, Junior, and Technical Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Edna McConnell Clark Foundation, New York, N.Y.
Pub Date-Mar 80
Note-36p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 ($3.00)
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Colleges, Credit Courses, Educational Finance, Educational Needs, *Enrollment Influences, Enrollment Trends, Federal Aid, Financial Support, Lifelong Learning, Literature Reviews, National Surveys, Noncredit Courses, *Older Adults, Outreach Programs, Part Time Students, Program Administration, Program Descriptions, Program Effectiveness, *Public Policy, School Policy, State Aid, State Legislation, Student Financial Aid, *Student Personnel Services, *Tuition Grants, Two Year Colleges

In order to investigate state-wide and institutional policies governing tuition waivers for older adult students at two-year colleges, a nationwide study was conducted, involving: (1) a literature review; (2) a survey of the state administrators of community colleges; (3) a survey of 146 institutions with tuition waiver policies; and (4) interviews with selected state and institutional administrators. The study sought information on the existence and details of state-wide policies and how they were established; who is eligible for tuition waivers and who is actually assisted; older adult enrollments in credit courses (for which tuition waivers are more frequently available) and non-credit courses (in which older adult enrollments are higher); and factors, including tuition waivers, which influence older adult student enrollments. Additionally, the kinds of support services that are available for older adults were identified, as were reasons why these services are not generally provided. The study revealed that the non-credit community education division was usually responsible for coordinating and administering senior programs, and that while courses in coping, survival, and developmental skills are being offered, older adults who need these skills are not being reached. Another area of investigation was funding of credit and non-credit community education programs. Several programs are highlighted in the report. (JP)

ED 184 6[illegible]4 PS 011 256

Statistical Profile of Children and Mothers in Afghanistan. Interim Edition.

United Nations Children's Fund, Kabul (Afghanistan).
Pub Date-Oct 78
Note-139p.; Best copy available.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Children, *Demography, Economics, *Education, Foreign Countries, *Health Needs, Mass Media, *Mothers, Profiles, *Sanitary Facilities, Statistical Data
Identifiers-*Afghanistan

This interim report is an updating of the 1977 Statistical Profile of Children and Mothers in Afghanistan. The interim report reflects the significant changes in policies brought about by the Saur Revolution establishing the Democratic Republic of Afghanistan in 1978. A comprehensive revision of the report is expected when the new government's five year plan is available. The profile presents the policy objectives of the Khalqi Government regarding children and mothers, provides the population estimates being used by government planners, and draws together the latest available data relating to the health, educational and social status of children and mothers. Information and tables are provided on mortality, birth and migration rates, health needs and institutions, water supply and environmental sanitation, housing, education, and communications. (SS)

ED 184 764 RC 011 943

Roessel, Robert A., Jr.

Pictorial History of the Navajo from 1860 to 1910.

Rough Rock Demonstration School, Chinle, Ariz. Navajo Curriculum Center.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-80

Note-319p.; Not available in paper copy because some pages may not reproduce well.

Available from-Navajo Curriculum Center, Rough Rock Demonstration School, Star Route One, Rough Rock, AZ 86503 ($14.95)

Pub Type- Historical Materials (060) - Books (010) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Culture, American Indian Education, American Indian Reservations, *American Indians, Boarding Schools, Children, Clothing Design, Cultural Background, Federal Indian Relationship, Females, Handicrafts, Housing, Land Settlement, Leaders, *Life Style, *Photographs, Quality of Life, Social Environment, Social History, *Social Influences, *United States History

Identifiers-Arizona (Fort Defiance), *Cultural Contributions, *Navajo (Nation), New Mexico (Fort Sumner), Weaving

One in a continuing series on Navajo history and culture, this volume contains nearly 200 photographs depicting Navajo life from 1860 through 1910. The period includes the United States' campaign against the Navajo leading to the Long Walk and encampment at Fort Sumner, the return to Navajo lands and the establishment of Fort Defiance, and the ensuing period of readjustment and adaptation. The photographs, most of excellent quality and full-page in size, are organized under two main headings: Navajo Life and Culture'' and Navajo People.'' The first section is subdivided into chapters devoted to Fort Sumner, Fort Defiance, the Navajo Delegation to Washington in 1874, boarding school education, weaving, silversmithing, and the Navajo landscape. The second section is subdivided into chapters depicting Navajo women, men, children, and groups. Captions for each photograph provide the source of the photograph and its file number at that institution, original caption information, and the photographer and date when available. Each chapter is introduced by brief historical and cultural information setting the stage for the photographs that follow. The text includes extensive quotes from 24 annual reports of the Commissioner of Indian Affairs reflecting the government's changing policies toward the Navajo. A bibliography of 62 entries is included. (JH)

ED 184 850 SE 030 496

Houston, David R.

Understanding the Game of the Environment. Agriculture Information Bulletin No. 426.

Forest Service (DOA), Washington, D.C.

Pub Date-Sep 79

Note-184p.; Colored photographs and drawings will not reproduce well.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 001-001-00498-7; No price quoted).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biochemistry, *Biology, Conservation Education, Earth Science, *Ecology, Environment, *Environmental Education, *Environmental Influences, Natural Resources, Nonformal Education, Pollution, *Science Education, Simulation

This guide is intended to provide stimuli for discussion and review of ecological principles and their relevance to daily human existence. The illustrations, purposefully detailed and complex, are intended to provide a basis for in-depth discussion. The bulletin is intended to supplement classroom materials and also to serve non-classroom situations involving environmental education such as Scouting and Youth Conservation Corps. The book is a summary of ecological concepts presented as a game in which organisms interact with each other and their non-living environment. (Author/RE)

ED 184 306 FL 010 941

Racle, Gabriel L.

Outlines of Suggestopaedia Applied to Teaching of Foreign Languages.

Pub Date-79

Note-33p.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Communication, Elementary Secondary Education, Instructional Design, *Instructional Innovation, Language Processing, Language Research, *Learning Theories, Linguistic Theory, Neurolinguistics, Nonverbal Communication, Postsecondary Education, *Second Language Instruction, *Second Language Learning, *Sensory Experience, Sensory Integration, Speech Communication, *Teaching Methods

Identifiers-*Suggestopedia

Suggestopedia is a form of educational dynamics based on the insights of suggestology. The process focuses on the whole person, and in so doing, it takes into account the conscious/unconscious duality of the student. In accordance with the principles of suggestology, the process of suggestopedia is conducted at three levels, the psychological, the didactic, and the artistic. While creating a state of psychological relaxation, it uses every possible suggestive interrelationship to overcome psychological resistance and to develop new mental behavior. The main principles of suggestopedic teaching are pseudo-passivity, synthesis, and suggestive inter-relation. The principal suggestive factors that can break down anti-suggestive barriers are prestige or authority, verbal and non-verbal levels in acts of communication, and the integration of the arts, especially music. In language courses based on this method, the initial aim is to enable students to express themselves to a degree which corresponds to their desires and capabilities, thus making them more comfortable. The suggestopedic manual helps to create the conditions for the learning process and for the suggestive atmosphere. It is a question of recreating in the classroom a situational context which the students can live and enjoy, and in which they can express themselves. (AMH)

ED 184 328 FL 011 037

Foreign Language Enrollments in the Public Schools of New York State.

New York State Education Dept., Albany. Bureau of Foreign Languages Education.
Pub Date-79
Note-53p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Declining Enrollment, Elementary Secondary Education, *Enrollment Rate, *Enrollment Trends, French, German, Hebrew, Italian, *Language Enrollment, Languages, Latin, Russian, *Second Language Instruction, Second Language Learning, *Second Language Programs, Spanish, Statistical Data, *Statistical Studies, Uncommonly Taught Languages
Identifiers-New York

This report gives information on language enrollments in New York State for the years 1968 through 1979. The statistical tables provide the following information: (1) the percentage of the New York State public school population enrolled in foreign language study in grades 7, 8, and 9-12; (2) enrollment data for FLES, grade 7, grade 8, levels I-VI, advanced placement, non-regents, and innovative or experimental programs in French, German, Hebrew, Italian, Latin, Russian, Spanish, and rare foreign languages; (3) total enrollments in the commonly taught languages by grade or level; (4) total enrollments in the commonly taught languages and Latin by grade and level; (5) percentage of the school population enrolled in foreign language study at selected grade levels; (6) attrition rates in foreign language enrollments after Level II; and (7) attrition rates in foreign language enrollments after Level III. (AMH)

ED 184 568 IR 008 258

Baer, Walter S.

Telecommunications Technology in the 1980s.

Rand Corp., Santa Monica, Calif.
Report NO.-Rand-P-6275
Pub Date-Dec 78
Note-67p.
Available from-Rand Corporation, Santa Monica, CA 90406 ($5.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cable Television, Commuqications Satellites, *Computer Science, Computer Storage Devices, Display Systems, *Futures (of Society), Information Processing, Input Output Devices, *Technological Advancement, *Telecommunications, Telephone Communications Systems
Identifiers-*Computer Terminals

This paper describes some of the advances in telecommunications technology that can be anticipated during the 1980's in the areas of computer and component technologies, computer influences on telecommunications systems and services, communications terminals, transmission and switching systems, and local distribution. Specific topics covered include the computer on a chip, memory devices, and input-output devices; substitution of information processing for transmission, digital communications, communications mixing, integration of information processing and commuqication functions, and evolution of communications terminals; office and home communications terminals; commuqications satellites, optical fiber transmission, microwave and cable transmission, and switching technologies; and telephone wire pairs, coaxial cable television, mobile communications, and optical fibers. (CMV)

ED 184 608 JC 800 078

Jepson, Cheri A.

Critical Care Specialty Elective: Nursing 401A.

Pub Date-79

Note-56p.; Graduate seminar paper, University of California

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cardiovascular System, *Community Colleges, Course Content, *Course Descriptions, Course Evaluation, Course Objectives, *Nursing, *Nursing Education, Reading Assignments, Two Year Colleges

Identifiers-Gastrointestinal System, Intensive Care Nursing, Nervous System, Renal System, Respiratory System

This course guide describes an elective specialty course on critical/intensive care nursing. A rationale for the course is followed by general information, including a description of the theoretical and clinical course components, an enumeration of major goals and objectives, a detailed outline of the units of instruction, a calendar of activities, a list of textbooks and audiovisual materials, and information related to student evaluation. The guide then outlines the goals, objectives, and corresponding reading assignments for each of three instructional units. The first of these deals with patient assessment, covering inspection, palpation, percussion, and auscultation. The second unit considers the core body systems (cardiovascular, respiratory, renal, nervous, and gastrointestinal). The normal functions and pathophysiology of these systems are reviewed and treatment modalities and assessment skills are discussed. The third unit relates to the psychosocial needs of the critically ill, covering anxiety, denial, depression, and the problems of the dying patient. The guide concludes with sample test questions, guidelines for a final paper, and an instructor evaluation form to be completed by the student. (JP)

ED 184 746 RC 011 842

Hershey, Dale R.
Community Development: The Role of the Rural Librarian.
Pub Date-78
Note-11p.; Paper presented at the conference, Public Awareness of Rural Library Service: How To Do It Creatively'' (Clarion, PA, September 23, 1978).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Development, Community Involvement, *Information Services, *Librarians, *Library Role, *Library Services, Public Libraries, Reference Materials, Reference Services, *Rural Areas, Rural Development, Urban to Rural Migration

Librarians tend to view themselves as agents, advocates, or promoters of educational and cultural processes, and these functions are important; but rural librarians can and should play a broader role in the community, including a role in community development activities. As information specialists, librarians have access to critical resources for agencies, government officials, and community groups involved in decision making and problem solving on behalf of the community. It is important for librarians to stay informed of the community development activities in their areas and to offer relevant information (census data, research publications, audio video materials, newspapers, funding sources) rather than assume that community members necessarily know what resources are available. The rural librarian's position, a public and influential one, can be used in numerous ways to support and advocate community improvement. The library can feature displays on local history, industry, and other topics of local concern and can sponsor workshops on community issues; the librarian can serve on local government or agency advisory boards. Finally, the librarian should conduct needs assessments to find out what the rural community, with its growing population of urban to rural migrants, wants and expects from its library. (JH)

ED 184 802 RC 011 996

Whitfield, Richard C.
Rural Primary School Closures in England.
Pub Date-10 Apr 80
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Board of Education Policy, Case Studies, Community Change, Consolidated Schools, *Declining Enrollment, *Elementary Education, National Surveys, Rural Areas, *Rural Schools, *School Closing, *School Community Relationship, School Role, *Social Change
Identifiers-England, *Primary Schools (United Kingdom)

A three-phase interdisciplinary effort between educators and environmental planners is focusing on the social effects of rural primary school reorganization now occuring in England as a result of a declining birth rate and the resulting need for school closure. A questionnaire mailed nationally to rural Local Education Authorities, cross-community case studies of 24 villages (10 of which still have a primary school), and 'before' and 'after' monitoring studies of the closure of 2 primary schools are providing data on the interaction between schools and communities facing this issue. This study indicates that the effects of school closure are clearly linked to and conditioned by the relations which existed between school and community prior to closure. That is, the social roles of rural schools diminish as the number of pupils decrease, due to less parental involvement and less impetus from staff to stimulate community involvement. Adjustment to the loss of social activities appears to occur quite quickly as people find alternative meeting places. However, it is suggested that the fact that people 'adjust' should not imply they do not feel and resent the loss of the school, both personally and in community terms. Closures affect most groups without regular access to independent transportation, particularly the elderly and young mothers, and in several areas this seems to increase the social strain between these disadvantaged groups and the more affluent and mobile 'newcomers' to rural areas. (NEC)

ED 184 826 SE 030 435

Ayre, H. Glenn And Others

Analytic Geometry, Student Text, Part 1. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-207p.; For related documents, see SE 030 436-440 and ED 143 512-513. Contains light and broken type. Best copy available.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Algebra, *Analytic Geometry, Geometric Concepts, Geometry, Graphs, Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part one of a three-part School Mathematics Study Group (SMSG) textbook. This part contains the first five chapters including: (1) Analytic Geometry, (2) Coordinates and the Line, (3) Vectors and Their Applications, (4) Proof by Analytic Methods, and (5) Graphs and Their Equations. (MK)

ED 184 459 HE 012 486

Adamany, David

State Government Regulation of Higher Education in California.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Dec 78
Note-202p.; For related Sloan Commission documents see HE 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Admission Criteria, Enrollment Rate, Government Role, *Government School Relationship, *Higher Education, Master Plans, Policy Formation, *Public Education, Specifications, State Colleges, *State Government, *Statewide Planning
Identifiers-*California, *Sloan Commission Studies

State regulation of public higher education in California is considered. California's Master Plan may be described as the state's major regulatory scheme for higher education, since it established the educational missions, admissions standards, and institutional growth limits in each public segment. Major regulations arising from the Donahoe Act of 1960 and from voluntary acceptance of Master Plan recommendations include: recognition of the University of California as having exclusive authority to offer graduate instruction in the various professions and as having sole authority to award the doctorate in all higher education fields; designating the University of California as the primary state-supported academic agency for research (the State University and Colleges were discouraged from undertaking a major university-level research program); and specifying the percentage of undergraduates at the University of California and the California State University and Colleges. An examination of the regulation of public higher education suggests that most state activity has been directed to segmental differentiation and fiscal control. It is held that state regulation has substantially intruded into areas such as curriculum, degree requirements, and personnel decisions. Examples are recent legislative mandates that degree credit be awarded for remedial English writing and that the layoff of faculty occur on the basis of reverse seniority rather than program need or faculty qualifications. (SW)

ED 184 478 HE 012 526

Newman, Mary Elizabeth

Trustee-Corporation Colloquium: A Communication Model.

Pub Date- 79
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Board Administrator Relationship, *College Administration, College Role, Communication Problems, Governance, *Governing Boards, Higher Education, *Interprofessional Relationship, Meetings, Models, Orientation, *Seminars, Small Colleges, *Trustees
Identifiers-*Emmanuel College MA

A trustee orientation or colloquium program designed to enable representatives of various college governing and administrative bodies to meet together and share ideas is described. The proposed model was used at Emmanuel College in Boston. The college is governed by a Board of Trustees, appointed by the Corporation, which owns the college. The communication model sought to open dialogue between these two governing bodies and to broaden communication throughout the campus. The purpose of the colloquium was to orient trustees to the history, educational mission, and challenges facing the institution. The program included informative addresses by outside speakers and consultants; panel discussions by administrators, faculty, and students; large lecture presentations and question and answer periods; and small group discussions. An important component in the success of the program was the inclusion of the social hours to facilitate informal communication. The program schedule for January 12-13, 1979, and some brief comments on the program are included. (SW)

ED 184 627 JC 800 181

Distribution of Grades and Current GPRs Earned: Community Colleges, Fall 1979.

Hawaii Univ., Honolulu.
Report NO.-IRACC-7
Pub Date-Feb 80
Note-12p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Failure, College Credits, *Community Colleges, *Credit Courses, Degrees (Academic), *Grade Point Average, *Grades (Scholastic), Liberal Arts, *Majors (Students), *State Surveys, Two Year Colleges, Vocational Education
Identifiers-*Hawaii

The grades earned by all students registered for credit classes in the seven Hawaii community colleges were analyzed to determine student grade point averages by college program and the distribution of grades in courses offered by the colleges. This analysis revealed that: (1) the credits-earned rate was 71%; (2) these rates were higher for vocational courses (74%) than for general education courses (69%); and (3) they ranged from 67% in natural sciences courses to 83% in health science courses. Of the grades assigned, 24% were A's, 23% were B's, 10% were W's, 11% were N's, and although two colleges did not assign F grades, 5% were F's. The grade point average (GPA) for the community college system was 2.76, which was higher than the Fall 1978 GPA of 2.74, but lower than the Fall 1975 GPA of 2.87. For the first time, vocational education majors earned a higher GPA (2.75) than liberal arts majors (2.73), though unclassified students continued to earn the highest GPA (2.96). The report includes tables illustrating grade point averages and grade distributions by college and by program area. (JP)

ED 184 685 PS 011 325

Olson, Christine And Others

Early Childhood Educator's Nutrition Handbook.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency-Food and Nutrition Service (DOA), Washington, D.C.; New York State Education Dept., Albany.

Pub Date-Sep 79

Note-59p.; For related documents, see PS 011 324-326

Available from-Mailing Room 7, Research Park, Cornell University, Ithaca, NY 14853 ($20.00; Set of 3 also contains Educator's Guide: Food Experiences for Young Children'' and Nutrition Activities: Preschoolers and Parents'').

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Eating Habits, *Food, Health Activities, Health Needs, *Nutrition, *Nutrition Instruction, *Preschool Children, Preschool Education

This nutrition handbook is designed to provide enough information on nutrition and food habits to enable early childhood educators to add a nutrition dimension to children's learning activities. Topics covered are the role of nutrition in growth during the preschool years; nutrients and their functions; selecting a healthy diet; common nutritional problems of youqg children; prevention of atherosclerosis and hypertension through good nutrition; food facts and fallacies; influences on food habits; the eating behavior of preschool children; the educator's role in developing good food habits; and nutrition education in preschool centers. Included in the appendices are national health statistics on growth standards, a list of the sources and functions of important nutrients, and recommended dietary allowances of the major nutrients. (SS)

ED 184 705 PS 011 347

Richett, Diana Towns, Kathryn

Education for Parenthood: Eighth Graders Change Child Rearing Attitudes.

Pub Date-Apr 80
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Attitude Change, Child Development, *Child Rearing, Grade 8, Middle Schools, *Parenthood Education, Parent Role, *Program Effectiveness, Secondary Education

This study examined the effects of an Education for Parenthood Program (EPP) on the childrearing attitudes of eighth grade students. Two eighth grade classes were randomly selected from five sections at a middle school in south central Pennsylvania. One of the classes (both of which were approximatley 60% male and 70% black) was randomly assigned to the Experimental condition and the other to the Control condition. For nine weeks, the Controls met their regularly scheduled Health classes while the Experimentals participated in the EPP classes which emphasized increasing the students' knowledge of child development and the responsibilities of parenting. Topics were presented through group discussion, lectures, guest speakers, group exercises, role plays, and observation of children. Audio-visual aids were also used extensively. A variation of the Authoritarian Family Ideology (AFI) Scale was used as the pre- and post-test measure of childrearing attitudes. Results indicated that participation in the EPP changed the Experimentals' childrearing attitudes in the direction of greater sensitivity to the child's age appropriate behavior, increased tolerance of a child's misbehavior and sexual curiosity, and greater respect for a child's individuality. (JMB)

ED 184 727 PS 011 381

Perry, Barbara And Others

Comprehension of Before'' and After'' by the Young Child.

Pub Date-Jan 80

Note-15p.; Paper presented at the International Congress on Early Childhood Education (Tel Aviv, Israel, January 6-10, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Comprehension, *Form Classes (Languages), Function Words, Language Processing, Linguistic Competence, Pictorial Stimuli, *Preschool Children, Sentence Structure, *Time Perspective

The purpose of the study was to investigate children's understanding of before'' and after'' in temporal directions, in temporal questions, and in pictorial events through the use of three interview methods. The subjects for the study were 62 children, ranging in age from 40 to 80 months, enrolled in a half-day, private nursery/kindergarten center. There were 27 boys and 35 girls. One-way analysis of variance on the total before/after scores showed significant differences by age. Similar results were found for the before score. Pearson correlations revealed significant positive moderate correlations between the tasks. Findings of no differences between the mean responses to the before items and to the after items indicated that comprehension and interpretation of the two concepts were similar. (Author)

ED 184 783 RC 011 966

Stockburger, Cassandra

The Impact of Interstate Programs on Continuity in Migrant Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 80
Contract-400-78-0023
Note-73p.
Available from-National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX, (Stock No. EC-078, $6.50)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education, Cooperative Programs, Educational Legislation, *Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, Federal Programs, *Interstate Programs, Migrant Children, *Migrant Education, *Migrant Programs, Program Administration, Program Descriptions, Program Evaluation, State Programs, Student Records
Identifiers-*Continuity, Elementary Secondary Education Act, Migrant Student Record Transfer System

The most obvious and difficult problem facing educators of migrant children is that of frequent interruptions in the child's education caused by his migration. Various solutions have been put forth over the past three decades; these have included providing mobile schools and staff, residential schools, uniform record transfers, interstate credit exchanges, and special curriculums. Most attention has been given to bringing continuity to migrant children's education through the transfer of uniform records between schools. Interstate planning has increased markedly in the past decade since the availability of migrant education funds under the Elementary and Secondary Education Act, but planning remains piecemeal with no effective coordination at the federal level. The most notable efforts to deal with the question of educational continuity have taken place outside the public school system. The public schools have concentrated on finding ways to fit the child with a disordered life style into an orderly school system and have become overly concerned with sequenced learning, test scores, daily attendance, and proper records. Migrant educators need to develop new techniques to take advantage of the natural continuity which exists within the child and his family. While schools change, curriculums change, and records disappear, the child always has himself and his parents; he has what he knows and what he is able to do. (Author/JH)

ED 184 349 FL 011 150

Pack, Alice C., Ed.

TESL Reporter, Vol. 2, Nos. 1-4.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date-69

Note-43p.

Available from-Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, HI 96762 (free)

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Second Language Programs, *Communicative Competence (Languages), *Contrastive Linguistics, Discourse Analysis, Educational Games, English, *English (Second Language), Language Patterns, Language Proficiency, Language Teachers, *Language Usage, Linguistic Theory, Music, Nonverbal Communication, *Pattern Drills (Language), Pronunciation Instruction, Sentence Structure, Structural Analysis (Linguistics), Teacher Education, Teaching Methods

Identifiers-Tongan

Four issues of the TESL Reporter'' are presented. Contents are as follows: The Utterance-Response Method to Pattern Drill'' by Jason B. Alter; Your Gestures and Mannerisms: A Help or Hindrance?'' by Alice C. Pack; Part II: A Structural Comparison of English and Tongan'' by Ermel J. Morton; Teaching Pattern Practice With a Language Game'' by Carla Weustoff; New Trends in Language Acquisition Theory'' by William D. Conway; A Jabberwockian Approach to Discourse Analysis'' by Nancy A. Arapoff; From Pattern Practice to Conversational English'' by Robert G. Bander; The Use of 'How Much' and 'How Many' in TESL Textbooks'' by Alice C. Pack; TESL and Music'' by Charlotte K. Dykstra; Cultural Horizons and Language Usage'' by Jan Ocampo; TESL: An Undergraduate Major Program'' by William D. Conway; TESL in the Total School Curriculum'' by Alice C. Pack; 'Password,' Anyone?'' by Norman J. Yoshida; Pssst! Pshsht!: Teaching A Basic Sound Contrast'' by Betty W. McKeen; and First TESL Graduates.'' (SW)

Dill, David D. And Others

Syllabi for the Teaching of Management Ethics.

Society for Values in Higher Education, New Haven, Conn.
Pub Date-Dec 79
Note-227p.; A publication of the Summer Institute on Ethical Issues in the Management of Public and Private Institutions.
Available from-Society for Values in Higher Education, 363 St. Ronan Street, New Haven, CT 06511 ($3.00)
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Administrators, Business, *College Administration, Course Descriptions, Curriculum Guides, *Ethical Instruction, *Ethics, Graduate Study, *Higher Education, Inservice Education, Institutes (Training Programs), *Management Development, *Professional Continuing Education, Seminars, Summer Programs, Undergraduate Study, Units of Study
Identifiers-*Management Personnel Development

Stemming from the Society for Values in Higher Education's project designed to examine the problems of management ethics, the following five syllabi focus on improving the teaching of ethics to persons preparing for careers in corporate and public management. Designed for use in public and private institutions, the syllabi are modeled to be adaptable to various teaching contexts and needs. Ethics and Business: A Course Model Taught as Philosophy 271 (Kenneth Goodpaster, Notre Dame) is designed for undergraduates and introduces some basic categories of philosophical ethics and their application. Ethical Issues in Business: A Course Model Taught on Philosophy 253 (Thomas Donaldson, Loyola University, Chicago) is an undergraduate course focusing on central concepts in ethics as they apply to managerial decisions. An Exploration in the Values of Management and Organizations: A Suggested Course Outline (David D. Dill, University of North Carolina, Chapel Hill) is designed for graduate programs in business, administration, social work, and similar graduate professional programs for managers. Business Ethics A Suggested Model for a Six-Week Course (William M. May, University of Southern California, Los Angeles) is a short course designed for practicing managers. The 1979 Summer Institute on Ethical Issues in the Management of Public and Private Institutions is a second summer institute design for a mix of academics and practicing managers. Specific reading lists are included. (LC)

ED 184 409 HE 012 423

Ramsden, Richard J.

Federal Student Assistance.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Oct 77
Note-77p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Cooperation, Educational Policy, *Federal Aid, *Federal Regulation, *Federal State Relationship, Financial Aid Applicants, Government School Relationship, *Higher Education, *Public Policy, Resource Allocation, *Student Financial Aid, Veterans Education
Identifiers-Higher Education Act Title IV, *Sloan Commission Studies

Issues concerning federally sponsored student financial aid programs are discussed, and an overview is presented on the six student assistance programs included within Title IV of the Higher Education Act of 1965 as amended, plus veterans benefits under the G.I. Bill and education benefits under Social Security (OASDI). Information is presented on student eligibility, award levels in 1977-78, application process, award process, beneficiaries, and institutions eligible or participating in each of the six Title IV programs. Problems that divide the federal government and higher education institutions include the absence of any federal student aid strategy. There is a need for guidance in defining the respective federal and states roles in student financial aid. The large number of statutory authorities affecting postsecondary education and student assistance makes the situation unnecessarily complex. A federal strategy is necessary to promote good public policy at the state level, where pricing and aid strategies are dependent upon factors such as the ratio of private and public colleges. Most of the specific problems associated with federal student assistance, from unclear legislation to difficult regulations,

ultimately follow from the lack of a federal strategy. The role of regulation, the allocation system of funds to states, and the tripartite application process are considered. Implications for the future of student financial aid are discussed. (SW)

ED 184 426 HE 012 442

Garvin, David

M.I.T. and the Federal Government. An Examination of the Effects of Government Regulation and Research Support on Selected Parts of M.I.T.

Pub Date-77

Note-139p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Affirmative Action, Animal Facilities, Case Studies, College Students, *Compliance (Legal), Conservation (Environment), Costs, *Equal Education, Equal Opportunities (Jobs), *Federal Government, *Federal Regulation, *Government School Relationship, Graduate Students, Health, Higher Education, Institutional Autonomy, Interviews, Personnel Selection, Questionnaires, Research Opportunities, Safety, School Surveys, *Scientific Research, Self Evaluation (Groups), Student Financial Aid

A self-study was uqdertaken at the Massachusetts Institute of Technology (M.I.T.) to examine the impact of the federal government on it. M.I.T. is a large institution with an enrollment of 8,000, a faculty of 950, and a total teaching staff of 1,700. Of its operating expenses by far the largest source of funds in recent years has been sponsored research. Monitoring by regulatory agencies has been considerable. In the study these issues and elements are addressed: affirmative action in employment (regulations, the M.I.T.'s affirmative action plans, serious search for personnel, personnel office activities, representation of minorities, and costs of compliance); equal opportunity (regulations, and the M.I.T. response in relation to employees, students, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973); undergraduate and graduate financial aid; the institutional impact in research (research administration and direct costs); and departmental impacts in research (research volume, assessments by sponsoring agencies, the role of research, and support of graduate students). It is concluded that the institution has shown great flexibility in responding to federal funding, regulation, and priorities, and has in fact influenced federal science policies and priorities. The necessity of that kind of adaptability for institutional survival is emphasized. Sections are included focusing on safety, health, environmental protection, and animal care. Appendices include a list of persons interviewed, questionnaires, and a bibliography. (MSE)

ED 184 443 HE 012 468

Rosenzweig, Robert M. And Others
The Stanford University Medical Center and the Federal Government.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Sep 77
Note-35p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission Criteria, Case Studies, *Compliance (Legal), Costs, Educational Finance, Employer Employee Relationship, Facilities, *Federal Regulation, *Government School Relationship, Higher Education, Lawyers, Legal Costs, Medical Research, *Medical Schools, Medical Services, Policy Formation, *Private Colleges, Research Problems, Student Financial Aid
Identifiers-Research Administration, *Sloan Commission Studies, *Stanford University CA

The Stanford University Medical Center consists of three main units: a medical school, a set of outpatient clinics, and a hospital. Financing of the center's functions cannot be carried out without federal support, and a network of relationships with government agencies has emerged. The impact of these relationships was discussed with key administrators in a number of areas of the organization: personnel, finance, some aspects of research management, legal services, facilities construction and operations, and student assistance. The impact in personnel is broad, affecting costs in recordkeeping and extra personnel but also effecting social benefits. In finance the effect of regulation is so continuous (as contrasted with seasonal or annual) that computer programs have been developed to take account of almost daily changes in regulations. In facilities the relationship is based less on cost or extent than on the great number of agencies and rules involved. Regulations affecting admissions and student progress have brought changes in admission policies and procedures, the handling of student records, and the control of student loan monies from the government. In addition to funding, the federal-institution relationship in the area of research involves the control of the substance of research, as in research on human subjects, animal care, and genetic research. The relationship in legal services is characterized by the increase in attorneys on staff: in 1973 the medical center used the services of one attorney half-time; in September 1977 the staff consists of four full-time-equivalent attorneys. An estimate is given of the amount of time used by this staff in complying with various federal authorities, totaling 75 percent. (MSE)

ED 184 498 IR 007 694

Brooks, Jean

Special Information Services. Final Report, July, 1978-August, 1979.

Dallas Public Library, Tex.
Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
Pub Date-Aug 79
Grant-G007801809
Note-169p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Aging (Individuals), Bibliographies, Cost Effectiveness, Information Dissemination, Information Needs, *Information Services, *Library Services, Methods, *Older Adults, Program Evaluation, *Public Libraries, Records (Forms), *Social Agencies, Tables (Data)
Identifiers-*Dallas Public Library TX

Reported are the results of a one-year planning and demonstration project of the Dallas Public Library that developed special information services for social agency personnel working with the aging. Progression of the project, from the surveyed assessment of the information needs of the specific group of 415 social workers through the planning and implementation processes, is detailed. Cost figures and the feedback on the relevancy of information dissemination modes to the service providers' information needs are presented. Recommendations are included. Appendices provide samples of survey and record maintenance forms and dissemination publications created for the project. (Author/JD)

ED 184 522 IR 008 183

Bates, Tony Kern, Larry

Alternative Media Technologies for the Open University. A Research Report on Costed Alternatives to the Direct Transmission of Audio-Visual Materials. Final Report. I.E.T. Papers on Broadcasting No. 79.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Pub Date-78

Note-93p.; For related documents, see ED 119 664 and ED 154 797

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Audiovisual Aids, *Cost Effectiveness, Educational Radio, Educational Television, Foreign Countries, *Higher Education, Intermode Differences, *Media Selection, *Open Universities, Student Costs

This study examines alternatives to direct transmission of television and radio programs for courses with low student enrollment at the Open University. Examined are cut-off points in terms of student numbers at which alternative means of distributing audio or audio-visual materials become more economical than direct television or radio transmission, organizational and design implications of using alternative distribution systems, and recommendations regarding alternative methods. This final phase of the study explores comparative costings, the organizational and production implications of alternative media, and some possible implications for a new studio center and a renewed BBC/OU agreement. The central concern is to study those ways of providing audiovisual media in student homes that are likely to be feasible in the near future. An examination of university courses, student enrollment, broadcast times, and home based audiovisual equipment is presented. Costs are calculated for use per hour, per single tranmission, per repeat transmission, six year total, average per student (six years), likely number of users (six years), and a per user per repeat transmission category. Formats considered in this study include radio, records, flexi-discs, audio-cassette, television, video-cassette, multi-media, telephone teaching, teletext, electronic blackboards, digital audiovisual, and personal computers. (RAO)

ED 184 546 IR 008 225

Pease, Edward J.

Researching the Music of Dance: A Guide to the Methodology, a Bibliography, a Discography, and Other Basic Information.

Western Kentucky Univ., Bowling Green.

Pub Date-80

Note-90p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies, *Dance, Data Processing, Discographies, *Information Sources, *Music, *Reference Materials, *Research Tools

Intended for dance historians and teachers of the art who need access to information about dance music, scores, and recordings, this manual includes a discussion of information resources, an annotated bibliography, a guide to recordings, and a selected discography of the music of dance. Sections detail the following: essential research manuals; collections of research materials; cataloging and shelving of materials; bibliographic aids for the music researcher; microform processes; interlibrary loan; acquisition of materials from abroad; locating recordings; and addresses of publishers and dealers. A section on the effect of data processing on music information sources is provided, and the bibliography is divided into the following headings: general aids to research; materials from the field of dance; music reference books; music periodicals; music histories; surveys of and guides to dance music; biographical and style studies of important composers of dance music; and selected studies about or including dance music. (FM)

ED 184 851 SE 030 497

Balliet, Ralph E. And Others

Algebra 1 Instructional Guide.

Montgomery County Public Schools, Rockville, Md.
Pub Date-80
Note-361p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Algebra, Flow Charts, Graphs, Mathematics Curriculum, *Mathematics Instruction, Measurement, Number Concepts, Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, Set Theory, *Teaching Guides, Trigonometry
Identifiers-*Equations (Mathematics), *Polynomials (Mathematics)

This guide was prepared as an instructional aid for teachers of a first-year course in Algebra. It was designed to be applicable to the wide range of Algebra 1 programs being offered in the junior and senior high schools. In this guide, the content of the Algebra 1 program has been divided into 11 major units, each unit organized around student performance objectives. It is intended that the performance objectives serve as guidelines for teachers to design the specific instructional program to meet the unique developmental needs of their students. Each of the 11 major units and four enrichment units include the following features: (1) a list of performance objectives; (2) a vocabulary list; (3) a list of key skills; (4) a list of textbook references; (5) four assessment tasks for each performance objective; (6) an answer key for the assessment tasks; (7) a list of entering performance objectives covering skills which should be reviewed before beginning the unit; (8) a list of assessment items for entering performance objectives; (9) an answer key; (10) a list of suggestions to the teacher, including the number of instructional days per unit; and (11) a list of suggested minimal, average, and maximal objectives for adjusting the course to different ability levels. (Author/MK)

ED 184 370 FL 011 180

Flash Cards: Common Chinese-Cantonese Characters.
Defense Language Inst., Monterey, Calif.
Pub Date-65
Note-252p.; For related documents, see ED 022 176-179.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($8.35)
Language-Cantonese
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Audiolingual Methods, *Cantonese, *Ideography, Instructional Materials, *Reading Instruction, *Second Language Instruction, Second Language Learning, *Visual Aids, *Vocabulary Skills
Identifiers-*Flash Cards

This set of flash cards is designed to accompany the Defense Language Institute's instructional programs in Cantonese Chinese. Each card displays six Chinese characters, for a total of 1500 characters. Each character is printed two inches tall. Above each character are transcriptions of the Chinese words represented by the character (marked for correct pronunciation), and an English translation of each word. (JB)

ED 184 589 IR 008 287

Penland, Patrick R.

Self-Planned Learning in America. Final Report.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Library Research and Demonstration Branch.

Pub Date-77

Grant-G007603327

Note-197p.; For related document, see ED 152 987.

Pub Type- Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adult Education, *Adult Learning, Home Study, Independent Study, *Information Utilization, Library Role, *Lifelong Learning, Questionnaires

Through a nationally-administered questionnaire and a literature review, this report explores developments in the psychology of self-planned learning. The introduction presents a review of the current literature, hypotheses concerning the motivation and methods of adult learning, and assumptions made for this survey. The questionnaire was administered to a national probability sample of 1051 adults aged 18 and over by interviewers on a one-to-one basis. The presentation and statistical analysis of responses to the questionnaire focus on various aspects of continuing learning through self-initiated learning projects: reasons people prefer to learn on their own; how they become involved; learning goals; number, type, and length of projects; suggested means of evaluation; preferred categories in which self-learning takes place; and use of supporting information for a learning project. Results are discussed in terms of four types of adult learners: (1) combination learners, who conduct their own learning projects and participate in some type of course; (2) self-initiating learners, who conduct their own learning projects; (3) formal learners; and (4) non-learners. Implications for professionals including librarians serving the learning needs of adults are discussed. Appendices contain a 20-page bibliography, glossary of terms, survey questionnaire on individual self-planned learning, and an explanation of interviewing and sampling procedures by Opinion Research Corporation, who administered the survey. (SW)

ED 184 665 PS 011 258

Integration of Women in the Development Process and Its Impact on the Wellbeing of Children.
United Nations Children's Fund, Kabul (Afghanistan).
Pub Date-23 Sep 79
Note-97p.; Best copy available.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Child Rearing, *Developing Nations, *Females, Feminism, Health Services, Primary Education, Program Evaluation, *Social Integration, *Social Status, Womens Education
Identifiers-Afghanistan, UNICEF

This report, prepared by the UNICEF Office in Kabul, Afghanistan, is on the status of women in Afghanistan and on the problems and issues affecting their integration in the national development process. The report provides a general overview of the relationship between developmental programs for women, improvement of women's status and the resulting impact on the well-being of Afghan children. The United Nations assistance to programs benefiting women, and the specific roles which UNICEF plays in this regard, are described. In addition, future courses of actions for UNICEF are suggested. (Author/MP)

ED 184 827 SE 030 436

Ayre, H. Glenn And Others
Analytic Geometry, Teachers' Commentary, Part 1. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-192p.; For related documents, see SE 030 435-440 and ED 143 512-513. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Algebra, *Analytic Geometry, Geometric Concepts, Geometry, Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Teaching Guides
Identifiers-*School Mathematics Study Group

This is part one of a three-part teacher's guide for an SMSG text designed to be used as a one-semester course for twelfth-grade students. This guide includes a suggested time schedule, a teacher's commentary, and answers to exercises. (MK)

ED 184 329 FL 011 052

Gagnon, Marc

Attitude linguistique des adolescents francophones du Canada (Linguistic Attitude of French Adolescents in Canada).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-74

Note-151p.; Graphs will not reproduce legibly

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adolescents, Attitude Measures, Attitudes, Biculturalism, Bilingualism, Cultural Context, *Cultural Influences, *English (Second Language), French, Language Aptitude, *Language Attitudes, *Language Research, Language Role, Second Language Instruction, *Second Language Learning, *Social Attitudes, Sociocultural Patterns, Sociolinguistics

Identifiers-*Quebec

A report is presented of research on the attitudes of French-speaking adolescents toward the English language and culture. For the purposes of this study, Shaw and Wright's definition of attitude was accepted, that is, an evaluative reaction of the affective order. The four parts of the study describe the following: (1) the preparation of the instrument; (2) the reaction of the adolescents to a number of photographs and visual stereotypes illustrating the two principal Canadian cultures; (3) an analysis of the importance of attitude and aptitude in learning a second language; and (4) an inventory of the variables that can influence linguistic attitudes. Results seem to indicate the need to look for new factors affecting attitude, while accepting some of the traditional influences. In addition to bibliographic footnotes, there is a list of Masters theses on related aspects of the question of language attitudes in Quebec. (AMH)

ED 184 569 IR 008 259

Schmid, Richard F. Gerlach, Vernon S.
Algorithms in Education: Some Empirical Considerations.
Arizona State Univ., Tempe.
Spons Agency-Air Force Office of Scientific Research, Washington, D.C.
Pub Date- 77
Grant-AFOSR-76-2900
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algorithms, *Educational Research, Higher Education, *Instructional Development, *Teaching Methods, *Training

This paper discusses several instructional issues, defines the benefits of algorithmic prescriptions, and examines their effectiveness and efficiency. An experimental study asked 77 undergraduates to master and utilize one of three forms of an algorithm: a prose discourse, a flowchart procedure, or a mastery-inducing flowchart technique. Also examined were the effects of the presence or absence of the algorithm in subsequent problem solving and the learners' ability to retain the algorithmic content over a period of time. Both test scores and times were subjected to analyses of variance. The results provided strong data for the overall effectiveness of algorithms, showing from 52 percent to over 80 percent accuracy following an average of less than 15 minutes of instruction and practice. Almost no decrement (only one percent) in performance was observed after a one week delay. Subjects did perform better when allowed continued use of the algorithmic representation, and the flowchart group was much more efficient than the other groups. The interactions suggested differential desirability of instructional strategy depending on the training needs. (Author/JEG)

ED 184 609 JC 800 154

Palow, William P.

Technology in Teaching Mathematics: A Computer Managed, Multimedia Mathematics Learning Center.

Pub Date-Apr 79
Note-8p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (57th, Boston, MA, April, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Colleges, *Computer Assisted Instruction, *Computer Oriented Programs, Individualized Instruction, *Learning Laboratories, *Mathematics Instruction, *Multimedia Instruction, Programed Instruction, Remedial Mathematics, Staff Utilization, Student Placement, Teaching Methods, Two Year Colleges

Using a $274,300 grant from the National Science Foundation, Miami-Dade Community College augmented its Mathematics Learning Center with a multi-media, computer-assisted program of individualized instruction designed to efficiently aid the growing number of students with mathematics deficiencies. This program has three interlocking components. The first, an assessment and placement system, tests the student's knowledge of the subject he/she wishes to pursue at the Learning Center (e.g., arithmetic, introductory algebra, intermediate algebra, or trigonometry) and determines the student's preference for one of four available learning modes: audio-tutorial materials, programmed materials, slide/tape materials, or work-texts. The second component, the instructional system, utilizes these modes to provide the student with a sequential series of learning units. The student must pass a computer-graded test at the end of each unit before going on to the next. Comprehensive midterm and final examinations are also required. The third component, a computerized system of evaluation and management, utilizes a computer program to write an introductory letter to the student explaining the instructional system and to provide a detailed analysis of examination performance. By having the computer handle the clerical work, the Learning Center staff can help more students more extensively than before. (JP)

ED 184 646 JC 800 211

Cox, Timothy C.

Creative Marketing for the 80's.

Pub Date-10 Mar 80
Note-9p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (Monterey, CA, March 9-11, 1980)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Admissions Officers, *Community Colleges, *Cost Effectiveness, Dropout Prevention, Nontraditional Students, Publicity, *School Holding Power, Student Attrition, *Student Recruitment, Teacher Role, Two Year Colleges, Two Year College Students

To compete for dwindling numbers of traditional college-aged students and to attract non-traditional clientele, community colleges are becoming increasingly involved in marketing. Commitment to a total marketing concept requires institutional research to identify the college's mission, potential students, and the competition. Those in charge of recruitment should be careful to avoid sales and promotional approaches that may increase enrollments, but increase dropout rates as well. Cost-effective marketing suggestions include the following: (1) appoint a marketing officer; (2) use already available research conducted by newspapers, local planning departments, and state and federal agencies; (3) as marketing officer, experience the admissions process by registering for a course, but also be aware of the registration staff; (4) as a teacher, show concern for students who are missing classes or who drop a course; (5) use specialized marketing approaches with different target groups; (6) adapt athletics departments' recruitment techniques to academic disciplines; (7) make current students aware of other classes of interest; (8) consider advertising in terms of results and costs; (9) learn from industrial training programs; (10) maintain, but re-evaluate class schedules; (11) repackage low demand courses; and (12) remind students of how close they are to a degree. (JP)

ED 184 728 PS 011 382

Barnett, Mark A. And Others

Charitable Behavior: An Examination of the Transfer of Empathy.

Pub Date-Mar 80
Note-18p.; Paper presented at the meeting of the Southwestern Society for Research in Human Development (Lawrence, KS, March 27-29, 1980).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Altruism, *Empathy, High School Students, Personality Traits, *Transfer of Training

High school students who had been pretested on the Mehrabian and Epstein (1972) measure of empathy were shown a brief videotaped presentation designed to elicit empathic arousal for a particular group of children (mentally retarded or crippled). Each individual was subsequently given an opportunity to act charitably for a recipient group which was identified as either (1) the same group of children who had been previously described in the presentation or (2) a different group. Individuals in the control group were shown a presentation of an affectively-neutral topic prior to the opportunity to help. Highly empathic adolescents were found to be more charitable than their relatively less empathic counterparts. Moreover, the findings indicated that empathy for a particular target, once aroused, may transfer'' and subsequently enhance charitable behaviors towards recipients who did not serve as the original source of the individual's concern. (Author)

ED 184 747 RC 011 851

Year Three Annual Report of the Rural Community Resource Centre. October 1, 1977 to September 30, 1978.

Brandon Univ. (Manitoba).
Pub Date-2 Dec 78
Note-26p.; Prepared for the Annual Meeting (3rd, Brandon, Manitoba, December 2, 1978.)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Archives, Community Action, *Consultation Programs, Cooperation, *Cooperative Programs, Information Services, *Leadership Training, Program Descriptions, *Research Projects, *Resource Centers, *Rural Development, Rural Education
Identifiers-*Manitoba (Brandon)

In many ways the 1977-78 third year of operation of the Rural Community Resource Centre (Brandon, Manitoba) closely reflected the stresses and dynamics of the society in which it exists. Fiscal uncertainty resulted in critical analysis of the objectives and operations of the Centre and increased accountability for government granted funds. The Northern Advisory Committee was formed to focus specifically on regional issues. The Centre was involved in some 45 projects, 28 of which were initiated during the past year, in the areas of information and research, community and organizational consultation, and leadership education. The Rural Archives, housed at Brandon University, continued to collect documents tracing the activity, growth, and development of Manitoba communities, and the archives staff conducted local history workshops for over 200 Manitoba residents and provided reference, referral, public relations, and consultation services. In addition to a summary of activities, the report includes a message from the Board Chairperson, a listing of members of the Board of Directors, the financial report, and a collage of newspaper clippings highlighting the year's work. (NEC)

ED 184 765 RC 011 944

Roessel, Robert A., Jr.

Navajo Education, 1948-1978: Its Progress and Its Problems. Volume III, Part A, Navajo History.

Rough Rock Demonstration School, Chinle, Ariz. Navajo Curriculum Center.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date-79
Note-354p.
Available from-Navajo Curriculum Center, Rough Rock Demonstration School, Star Route One, Rough Rock, AZ 86503 ($14.95)
Pub Type- Historical Materials (060) - Books (010) - Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-American Indian Culture, *American Indian Education, American Indian Reservations, American Indians, Boarding Schools, *Community Control, Community Involvement, Curriculum Evaluation, Educational Finance, *Educational History, Educational Philosophy, *Educational Quality, Elementary Secondary Education, Enrollment, Government Role, Instruction, Public Schools, *Self Determination, Tribes, Two Year Colleges, United States History
Identifiers-Bureau of Indian Affairs, *Navajo (Nation), Navajo Area

School Board Association, *Rough Rock Demonstration School AZ

One in a continuing series on Navajo history and culture, this volume presents extensive information about Navajo education from 1948 through 1978 and analyzes that information from a Navajo viewpoint with the purpose of promoting quality education directed and controlled by Navajo people. Following a brief introduction to the series and to Navajo culture, Part II covers the period from 1948-1962. BIA-operated off-reservation boarding schools are discussed in the context of educational policies designed to assimilate Navajo children into the dominant culture. Part III, 1963-1978, comprises the bulk of the material presented and details growth of Navajo control of Navajo education. The section begins with a description of the impact of the Office of Economic Opportunity, which encouraged and supported Indians in developing their own educational programs and broke the BIA's domination of Indian affairs. BIA schools, public schools serving the reservation, and contract schools are characterized and the quality of education in the three settings is analyzed including comparisons of expenditures, personnel, and curriculum. Problems and accomplishments of specific schools are described; Rough Rock Demonstration School is discussed in detail including its history, educational philosophy, and Navajo emphasis in curriculum. Numerous photographs, footnotes, and a bibliography of over 150 entries are included. (JH)

ED 184 803 RC 011 997

Frank, Mary, Ed.

Children in Contemporary Society. IYC Series: Part IV. Rural Children and Rural Families.

Pittsburgh Association for the Education of Young Children, Pa.
Pub Date-Jan 80
Note-57p.; Last issue in series of four dedicated to the International Year of the Child.
Journal Cit-Children in Contemporary Society; v13 n2 Jan 1980
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Acculturation, *Children, Community Change, Demography, *Family (Sociological Unit), Health, Housing, Life Style, Migrant Children, Migrants, Religion, *Rural Education, *Rural Family, *Rural Population, Rural Schools, Rural Youth, *Social Change, Socialization
Identifiers-Amish (Old Order), Appalachian, *International Year of the Child

The contemporary rural population, comprising one-quarter of the nation's total, is diverse. Hence, no single label can be applied to its inhabitants, its families, or its children. This collection of articles, highlighted with drawings by five year old rural residents, describes adaptations to modern American life made by three types of rural families the Amish, the migrants, and the Appalachians; discusses the educational, health, housing and religious influences in rural life that shape the family and its children; emphasizes the need for accurate 1980 census reporting to reveal demographic change in the rural population; and takes a broad look at changes experienced by the rural community. Articles included are: Being Amish: Some Notes on Childhood Socialization and Acculturation Among the Older Order Amish'' by Roy C. Buck; The Migrant Child: Coping with a Life Style'' by Helen Fritz Hornbake; The Appalachian Child'' by E.E. Gotts and L.A. Higginbotham; The Demography of the Rural Family'' by C. Shannon Stokes; Every School a Good School: A Rural School'' by Robert G. Scanlon; The Health of Rural Children'' by Charles C. Crawford; Housing in Nonmetropolitan America'' by Joseph L. Wysocki; Religion and the Rural Church'' by Donald M. Crider; and Trends and Issues in Rural Community Change'' by Kenneth P. Wilkinson. (NEC)

ED 184 307 FL 010 944

Aron, Helen

Comparing Reading Comprehension in Spanish and English by Adult Hispanics Entering a Two-Year College.

Pub Date-79

Note-10p.; Paper presented at the International Conference on Frontiers in Language Proficiency and Dominance Testing (3rd, Carbondale, IL, September 26-28, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Cross Cultural Training, *Cultural Awareness, Cultural Differences, *English (Second Language), Language Research, Language Tests, *Reading Comprehension, Reading Instruction, Reading Processes, Reading Skills, Reading Tests, Second Language Instruction, *Second Language Learning, *Spanish, Transfer of Training, Two Year Colleges

This study compared three reading skill areas (recalling details, understanding a main idea not explicitly stated, and making inferences) in Spanish, the subjects' native language, and American English, their second language. The sample consisted of 47 adults from nine Latin American countries and Puerto Rico who were completing an intensive ESOL program. The test results indicated that, for the subjects of this study, competency in a skill in one language did not manifest itself in the other language. One reason for the finding is speculated to be the differing world views held by different language/culture groups. Second language reading instructors are urged to help students unravel the target culture's conceptual universe as manifested in its prose. (Author/AMH)

ED 184 371 FL 011 251

Noonan, Michael

On Subjects and Topics.

Pub Date-77
Note-15p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).
Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Discourse Analysis, *Grammar, *Language Patterns, Language Research, Language Universals, *Sentence Structure, *Structural Analysis (Linguistics), Syntax
Identifiers-*Subject (Grammar)

The nature of grammatical relations such as subject and object are examined. The ways in which subjects differ from language to language are described and the way in which a language can do without a subject relation is revealed. Three primitive functional properties of sentences which underlie the syntactic relations of subject and topic are explained. These are: (1) the role-defining property, a syntactic device used by all languages for coding information about the argument roles of agent, patient, experiencer, etc.; (2) the orientation property wherein what is in the subject position alters the perspective or orientation of the sentence; and (3) the definiteness property by which definiteness is assigned to an argument based on the speaker's assumptions about the possibility of the listener identifying the argument from previous discourse. Some characteristics of subjects and orientations are briefly mentioned. (PMJ)

ED 184 479 HE 012 527

Rowse, Glenwood

College Enrollments and Student Access in New York State: Prospects for the 1980's.

New York State Education Dept., Albany.

Pub Date-Dec 79
Note-60p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Adults, *College Attendance, *College Planning, *College Students, Declining Enrollment, Demography, *Enrollment Projections, Enrollment Trends, Full Time Students, Higher Education, Minority Groups, Population Trends, *Statewide Planning
Identifiers-*New York

Baseline enrollment projections for New York State are presented, and various events that could alter the projections are examined. Almost all institutions will probably experience some enrollment decline, but the magnitude of the decline will vary across and within types of institutions. Possible sources of students are examined to encourage institutional preparedness, and areas for statewide policy development are suggested. Major trends in population and college enrollment in New York State expected between now and 1990 are summarized, and basic information relevant to student access and participation is presented. The importance of demographic shifts and institutional competitive position on the distribution of enrollments and the fortunes of individual colleges is illustrated. The possibility of increasing participation rates for specific population groups is considered, and the impact of shifting participation rates is simulated for cases of improved institutional attractiveness and implementation of a part-time Tuition Assistance Program. (SW)

ED 184 547 IR 008 227

Hoffman, Herbert H.

Simple Library Bookkeeping.

Headway Publication, Newport Beach, Calif.
Pub Date-77
Note-47p.
Available from-Headway Publications, 1700 Port Manleigh Circle, Newport Beach, CA 92660
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Accounting, *Bookkeeping, Budgeting, *Budgets, Libraries, *Library Administration, *Library Expenditures, Library Planning

A simple and cheap manual double entry continuous transaction posting system with running balances is developed for bookkeeping by small libraries. A very small library may operate without any system of fiscal control but when a library's budget approaches three figures, some kind of bookkeeping must be introduced. To maintain control over his operations, the librarian will want to monitor his library's financial condition to keep expenditures within the budget and avoid over or underspending. He will also want to have a record of all the money spent for the many purposes of the library as a basis for planning operations, preparing budgets, for annual reports, monthly summaries that provide background for wise purchasing decisions, for comparisons with other institutions, for trend studies, and similar management purposes. The system presented is suitable for the control of any number of library allocations, for purchases of books, periodicals, audiovisual media, library supplies, bindery work, and related expense categories. The control of salaries, taxes, capital investments, depreciation, and similar problems of public accounting, however, are considered to be outside the scope of simple library bookkeeping. Numerous illustrations and a sample combination journal and ledger form are provided. (Author/RAA)

ED 184 628 JC 800 182

Reap, Margaret C.

North Harris Couqty College Population Study.

North Harris Couqty Coll., Houston, Tex.
Pub Date-Mar 79
Note-24p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Census Figures, College Credits, *Community Colleges, Credit Courses, Enrollment Projections, *Enrollment Trends, Family Income, Females, Full Time Equivalency, Full Time Students, Males, Noncredit Courses, Part Time Students, Place of Residence, Population Growth, *Population Trends, Racial Composition, *Regional Characteristics, *Student Characteristics, Student Financial Aid, Two Year Colleges

The population of the service area of North Harris County College (NHCC) is described using a series of figures and tables. The report first discusses the census tract method used to collect the data and then looks at the NHCC service district population growth by census tract from January 1970 through September 1978 and projects the growth of the area for 1979 through 1984. Subsequently, eleven tables organize NHCC enrollment data by: (1) semester and school year; (2) average number of courses per student; (3) enrollment projections for four independent school districts (ISD's); (4) residence of students by zip code; (5) continuing education registrations and projections; (6) comparison of credit hour and continuing education growth at NHCC; (7) tuition status; (8) contact hours for academic and technical area; (9) full-time equivalents; (10) full- and part-time students; and (11) sex. Population growth in selected areas surrounding the NHCC district is then illustrated, followed by tables detailing the racial composition of the NHCC district, ISD's, and the NHCC student body. The report concludes with estimates of the average family income in the college's service district, and with tables illustrating the number of students receiving financial aid, scholarships, or veterans' benefits from 1975 through 1978. (JP)

ED 184 666 PS 011 270

Halliwell, G. L.

Open Framework Resource Kit: Section 3. Working with Individuals: Observing, Analysing and Planning for Educational Growth. Discussion Paper.

Queensland Univ., Brisbane (Australia). Dept. of Education.
Pub Date-Jun 79
Note-32p.; For related documents, see ED 151 097-98 and PS 011 271
Available from-Curriculum Branch, Queensland Department of Education, G.P.O. Box 33, North Quay, Q4000, Australia (Free on request)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Early Childhood Education, *Educational Planning, Foreign Countries, *Individual Development, *Instruction, Interaction, *Learning, Observation, *Open Education, *Preschool Children
Identifiers-*Australia

The purpose of this teacher resource paper is to assist preschool teachers in (1) interpreting the interactions of children in terms of educational growth, (2) insuring that planned interactions will stimulate growth related to program goals, and (3) developing realistic expectations of children. Three topics are discussed. In Topic A the reader is introduced to the notion that, while children have individual growth patterns, there are consistencies in the learning process which can be observed and which can serve as a basis for analyzing sequences in educational growth. The object of teaching when working with individual children, matching educational experiences to child interests and abilities, is the next topic (B) for discussion. In Topic B, readers are offered suggestions for observing and analyzing growth. Topic C provides information about different approaches to planning for sequence in educational growth in order to clarify thinking about the open framework approach to sequence. The appendix explores the parameters of the following growth areas: acting independently, problem solving, social commuqication and self-expression. (Author/RH)

ED 184 686 PS 011 326

Randell, Jill And Others

Educator's Guide: Food Experiences for Young Children.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency-Food and Nutrition Service (DOA), Washington, D.C.; New York State Education Dept., Albany.

Pub Date-Sep 79

Note-178p.; For related documents, see PS 011 324-326.

Available from-Mailing Room 7, Research Park, Cornell University, Ithaca, NY 14853 ($20.00; Set of 3 also contains Nutrition Activities: Preschoolers and Parents'' and Early Childhood Educator's Nutrition Handbook.'')

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Educational Resources, Evaluation, *Food, *Instructional Materials, *Learning Activities, Music Activities, *Nutrition Instruction, Parent Participation, *Preschool Children, Preschool Education, *Program Implementation, Puppetry, Story Telling, Television Commercials

Identifiers-*Recipes (Food)

The purpose of the materials and experiences presented in this guide is to help preschool aged children develop healthful food habits through food and nutrition activities. Many of the materials may be familiar, but some original suggestions have been developed in response to contemporary nutritional issues, particularly television advertising and sugar. A wide variety of experiences have been included so teachers can select those most appropriate for their children. The majority of activities will be most appropriate for children three and four years old. The guide contains many ideas for involving parents. Activities are presented in four sections: Delicious Discoveries; Food for a Healthy You; Sweets Can Turn You Sour; and Television Tells It Like It Isn't. Each section represents one or more nutritional goals considered important by nutritionists, teachers, day care providers, and parents. Each section contains an overview followed by a statement of nutritional goals, a child-oriented planning chart, activities, and ideas for evaluation. The nutrition goals will not all apply to all children at any one time. The planning chart allows the teacher to select units in terms of several learner characteristics. Suggestions for involving parents is the last component within each of the activity sections. The evaluation section contains suggested techniques for assessing the nutrition outcomes. Additional sections list some nutritious recipes and snack ideas, resources, songs, puppet shows, and stories. Sample forms for planning additional activities and evaluation are included in the appendix. (Author/RH)

ED 184 706 PS 011 348

Smith, James P.; Ward, Michael P.

Asset Accumulation and Family Size. A Rand Note.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-Sep 79
Contract-NICHHD-N01-HD-52[illegible]-NIH
Note-69p.
Available from-Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406 ($5.00)
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Consumer Economics, *Economic Research, *Economics, *Family Characteristics, *Family Financial Resources, *Family Income, Models
Identifiers-*Family Size

The influence of childbearing on a family's ability to accumulate assets is examined in this paper. The first section presents a theoretical framework for analyzing the evolving life-time process of asset accumulation. This model highlights the principal factors that determine life cycle paths of consumption, income, savings, and the time allocation of spouses. Within this framework, some potential avenues are examined through which childbearing patterns of families may impinge on these decisions and hence alter a family's desired asset accumulation. The second section discusses the data source employed in this research and provides operational definitions of the empirical variables. The third section summarizes the major empirical findings. In addition to estimating the impact of children on asset growth, estimates are provided of the influence of family size on the composition of the asset portfolio. The major channels through which family size alters savings behavior are also explored. The channels investigated include family consumption, wife's income, and hours worked of each spouse. (Author/JMB)

ED 184 828 SE 030 437

Ayre, H. Glenn And Others
Analytic Geometry, Student Text, Part 2. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-244p.; For related documents, see SE 030 435-440 and ED 143 512-513. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Algebra, *Analytic Geometry, Geometric Concepts, Geometry, Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a three-part School Mathematics Study Group (SMSG) textbook. This part includes the index and chapters 6 through 10: (6) Curve Sketching and Locus Problems, (7) Conic Sections, (8) The Line and the Plane in 3-Space, (9) Quadric Surfaces, and (10) Geometric Transformations. (MK)

ED 184 852 SE 030 498

Guillierie, Renee Schoenfeld, A. Clay
An Annotated Bibliography of Environmental Communication Research and Commentary: 1969-1979.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0004
Note-114p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($4.25).
Pub Type- Reference Materials - Bibliographies (131) - Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Annotated Bibliographies, *Communications, Communication Skills, *Conservation Education, Educational Research, *Environment, *Environmental Education, *Information Dissemination, Journalism, Mass Media, *Nonformal Education
Identifiers-*Energy Education

This annotated bibliography undertakes to examine and analyze the literature of the communication field and related areas with the objective of identifying all significant published material dealing with environmental communications. Included are: (1) background on environmental communication; (2) strategy and tactics of the environmental communication literature review; (3) an index; (4) journal abstracts; and (5) book abstracts. (Author/RE)

ED 184 330 FL 011 060

Brannan, Robert

Correspondencia (Correspondence).

Arkansas State Dept. of Education, Little Rock.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Note-27p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education; Creative Writing, Instructional Materials, Language Skills, *Letters (Correspondence), *Minicourses, *Native Language Instruction, Secondary Education, Second Language Instruction, Second Language Learning, *Spanish, *Teacher Developed Materials, Vocabulary Development, Writing (Composition), Writing Exercises, *Writing Instruction, Writing Skills

Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VI

The language of Span[illegible] correspondence possesses particular characteristics that l[illegible] somewhere between the everyday conversational style and the more f[illegible] literary style. This minicourse contains three lessons intended to enable the student to learn the letter-writing style and to write letters in Spanish. It is also intended to encourage and develop interest in Spanish. There are three lessons in the mini-course dealing with the following topics: (1) terminology; (2) letter elements and their placement in the letter; and (3) types of letters such as business, personal, and miscellaneous, with emphasis on the personal correspondence. A filmstrip with reel to reel tape is available to accompany the lessons. (Author/AMH)

ED 184 350 FL 011 151

Pack, Alice C., Ed.
TESL Reporter, Vol. 3, Nos. 1-4.
Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.
Pub Date-70
Note-45p.
Available from-Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, HI 96762 (free)
Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consonants, Educational Games, Elementary Secondary Education, *English (Second Language), Feedback, Function Words, *Grammar, Higher Education, Intonation, *Language Patterns, Language Research, Language Teachers, *Language Usage, Microteaching, Nonverbal Communication, Pattern Drills (Language), Pronouns, Pronunciation, *Second Language Instruction, Sentence Structure, Stress (Phonology), Teaching Methods, Verbal Communication, Verbs, Videotape Recordings, Vocabulary Development, Vowels

Four issues of TESL Reporter'' are presented. Contents include the following articles: Feedback: An Anti-Madeirization Compound'' by Henry M. Schaafsma; Using the Personal Pronoun 'I' as a Compound Subject'' by G. Pang and D. Chu; The Consonant'L' in Initial and Final Positions'' by Maybelle Chong; Sentence Expansion for the Elementary Level'' by Alice Brimhall; English Word Order'' by Alice C. Pack; Micro-Teaching, Video Taping and TESL Training'' by Ivan D. Muse; Games, Songs, Finger Plays in TESL'' by Janice McArthur; A Broader Concept of Minimal Pairs'' by Jason B. Alter; Vocabulary Participation and Grammatical Formula Shifts'' by Yao Shen; What Are Your Answers, ESL Teachers'' by Yao Shen; I Am A Mouth'' by George Hunt; Yes-No Questions and the Disjunctive Or'' by Alice Pack; The Schwa'' by Lurline H. Coltharp; Classroom Use of Language Records'' by Ernst Peutl; On Repeatability and Reduplication'' by Peter H. Fries; Action Games in TESL'' by Joe C. Guerrero; and Language Acquisition'' by Nancy A. Cramer. (SW)

Wulfsberg, Rolf M. Petersen, Richard J.

The Impact of Section 504 of the Rehabilitation Act of 1973 on American Colleges and Universities. Technical Report.

National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-154p.
Available from-National Center for Education Statistics, 400 Maryland Ave., SW, Washington, DC 20202
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Accessibility (for Disabled), Access to Education, *Building Design, Building Plans, Campus Planning, *College Buildings, College Housing, College Students, Compliance (Legal), Construction Costs, Cost Estimates, *Design Requirements, Educational Facilities Design, Enrollment Rate, Federal Legislation, *Higher Education, Improvement Programs, *Physical Disabilities, Physical Mobility, Questionnaires, Research Methodology, Surveys
Identifiers-*Rehabilitation Act 1973

The physical facilities of 700 colleges and universities of the United States were studied by the National Center for Education Statistics in the fall of 1977. The primary study objectives were to: (1) develop a reliable estimate of what American colleges and universities must spend to make their programs accessible to the mobility impaired, as required by Section 504 of the Rehabilitation Act of 1973; and (2) examine the relationship between physical plant accessibility and program accessibility. Information is presented on the current state of physical accessibility on American campuses and the way in which they will modify their space to achieve program accessibility. A detailed analysis of the cost implications is included, as are floor plans and architectural modification specifications. Estimates of the numbers and enrollment patterns of various groups of handicapped are presented. The ability of institutions of higher education to house these students is also discussed. Two technical chapters are included that discuss the methodology employed in the study and assess the quality of the data presented in the report. Limitations of the scope of the study are also covered. The final chapter describes how well institutions understand the impact of Section 504. Appendices include a sample survey instrument, site visit survey forms, and a study workbook. (SW)

ED 184 410 HE 012 424

Gruson, Edward S.

The National Politics of Higher Education.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Nov 77

Note-108p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Legislation, *Federal Aid, *Government School Relationship, *Higher Education, Political Issues, Private Colleges, Public Policy, State Colleges, State Federal Aid, *Student Financial Aid

Identifiers-*Sloan Commission Studies

Federal involvement in higher education and the legislative and political history of this involvement are reviewed. It is shown that there is no single federal policy towards basic research, scholarship, and graduate education. The result of changes in policy of a number of agencies can be financial and programmatic uncertainty. Federal activity in higher education is reviewed in terms of: payments to students, payments to institutions, payments to states, and regulatory activities. The analysis emphasizes the treatment and response of the private and public sectors. While the federal government is neutral towards these sectors, the consequences of particular choices among policy alternatives may favor one sector over another. The following legislation is considered: the Morrill Acts of 1862 and 1890, the G.I. Bill, the National Defense Education Act of 1958, the Higher Education Facilities Act of 1963, the Higher Education Act of 1965, and the Education Amendments of 1972 and 1976. A case study on the Education Amendments of 1972 emphasizes the interplay of institutions, personalities, and policies. It is suggested that in the most general terms the Education Amendments of 1972 completed the transformation of higher education into a mass phenomenon in the United States. A list of major factors influencing federal education legislation, based upon opinions of Robert C. Andringa and other Congressional staff, is appended. (SW)

ED 184 460 HE 012 487

Rollins, Richard A. And Others

Impact: Bishop College and Government. An Institutional Self-Study on Government and Higher Education.

Bishop Coll., Dallas, Tex.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-30 Sep 77

Note-107p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Access to Education, Black Colleges, Budgets, Case Studies, *Compliance (Legal), Educational Finance, Educational History, Educational Improvement, *Federal Aid, Federal Government, *Government School Relationship, *Higher Education, Institutional Characteristics, Program Budgeting, *Self Evaluation (Groups), Small Colleges, Student Financial Aid

Identifiers-*Bishop College TX, *Sloan Commission Studies

The relationship between government and Bishop College in regard to federal funding and the effect of federal compliance is examined. The four significant impact components that comprise the study are historical impact, statistical impact, federal impact (positive and negative aspects), and operational/functional impact. Basic instruments used to secure input from the college community and participants responsible for the implementation of programs supported by federal funds were these: a questionnaire on Perceptions Regarding Federal Program Support; a questionnaire on Program Impact for Federally Funded Programs; and a table of statistical information regarding Bishop College and federal support. Four issues surfaced from the study: (1) the growth of the college because of federal funding; (2) an analysis of the welfare syndrome versus survival; (3) the benefits accrued to students and society; and (4) the impact of federal funding on administrative/teaching functions. Several recommendations are offered, such as that special consideration be given to Bishop College and other black colleges for special grants; that evaluation/monitoring mechanisms be improved to reduce excessive paper work; that there be a 50 percent forgiveness of loans received to construct facilities over the next ten years; and that planning grants be provided for continuous upgrading of planning. Appendices provide a list of fund-raising charts, a schedule of loans, federal programs received, and a comparison of private versus federal program funds. (LC)

ED 184 499 IR 008 032

Philipson, W. D.

A Study of a Data Processing System for the Contemporary Film Library.

International Council for Educational Media, The Hague (Netherlands).

Pub Date-Jun 78

Note-71p.; Paper presented at the International Colloquium on Economic Analysis for Educational Technology Decisions (Dijon, France, June 19-23, 1978).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Data Processing, *Film Libraries, Higher Education, Instructional Films, *Library Automation, *Management Information Systems

This overview of the use of computers in educational film library management provides brief discussions of some current issues and problems, descriptions of seven operating systems, and a case study of the selection of a computer system for the facility at the University of Minnesota. Described are basic computer systems; advantages of their use for film libraries; and the integration of computers for management, systems analysis, programming, machine operation, and clerical/administrative functions. A brief description of seven large educational film library automated systems is offered, five of which are members of the Consortium of University Film Centers. These systems include the Scholastic Instructional Materials System (developed by the Burroughs Corporation), the Singer System Ten, The Shell Oil Company Film Library, the Middle Iowa Educational Cooperative Consortium, and university film libraries at the University of Iowa, the University of Illinois, the University of Wisconsin, and the University of Minnesota. These systems are reviewed and a special case study is reported for the system developed at the University of Minnesota. Procedures used to acquire, develop, and operate the system are highlighted, with cost facts and administrative relationships external to the library specified. (RAO)

Penrod, James I. Wasileski, John S.

Planning in the 80's Involvement, Systems and Communication The Art of Decision-Making.

Pub Date-Nov 79
Note-22p.; Paper presented at the 1979 CAUSE National Conference (Orlando, FL, November 27-30, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Administration, Cost Effectiveness, *Decision Making, *Futures (of Society), *Higher Education, *Policy Formation, *Private Colleges, Technological Advancement

The coming decade will be one of accelerated change and limited resources. The pressures of continued bugetary constraints will be felt in every phase and at every level of the academic community, and the responses to these pressures will, in large measure, determine the complexion of private higher education into the next century. The ability of management to be meaningfully responsive in such an environment will be greatly influenced by: (1) the level of involvement top management actively participating in establishing priorities; (2) the systems available rapidly changing technology causing resultant changes in policy/procedural and people systems; (3) successful communication information dissemination depending upon formal and informal channels and consistency in decision-making. This exploration of the interdependencies of these elements in a mid-sized private institution utilizes the perspective that decision-making is the vital art in meeting the needs of educational management as it confronts the issues of the 80's. (Author/JEG)

ED 184 729 PS 011 388

Zahn-Waxler, Carolyn Chapman, Michael

The Effects of Children's Transgressions on Parents' Methods of Discipline.

Pub Date-Apr 80

Note-13p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Abuse, *Discipline, *Infants, Interaction Process Analysis, *Mothers, *Parent Child Relationship, Punishment, Self Control, *Socialization

This study attempted to determine whether different forms of child misdemeanors lead predictably to given types of parental discipline. Twenty-four mothers and their children, who ranged in age from 10 to 20 months, participated in the study for a 9-month period. Mothers were trained to report their children's behaviors and their own socialization practices in narrative, sequential, tape-recorded reports of their children's responses to the positive and negative emotions expressed in the familial environment. Mother and child behaviors were also assessed by home observers during 14 home visits. One finding was that immediately following a transgression, mothers were more likely to use verbal prohibitions than any other type of discipline and that if children did not comply to initial discipline, mothers used additional discipline. Additional results showed that children who were frequently implicated in harm to persons were especially likely to have mothers who used explanation, while children who were frequently involved in property damage were likely to receive physical punishment and unlikely to hear explanations. Frequent lapses of self control in children were reliably associated with mothers' relatively frequent use of love withdrawal. Other results are presented and discussed and implications for issues of child abuse are examined. (JMB)

ED 184 784 RC 011 968

Wallace, Judi

The National Seminar on Rural Education (College Park, Maryland, May 29-31, 1979).

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date-May 79

Note-30p.; For related document, see RC 011 969.

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Delivery Systems, Demography, *Educational Change, *Educational Finance, Educational Quality, Energy, Faculty Development, *Federal Government, Federal Programs, Minority Groups, Policy Formation, *Research Reports, Rural Development, *Rural Education, *Rural Schools, Seminars, Sociology, Special Education, Vocational Education, Womens Education

Representing over 72 different groups and agencies, 107 participants attended the May 29-31, 1979, National Seminar on Rural Education. Prior to the seminar, experts and practitioners in the fields of rural education and sociology were commissioned to produce 22 papers documenting, summarizing, and interpreting research and practice in 6 areas: equity for special rural populations; the financial status and needs of rural schools; vocational and career training in rural schools; delivery systems for rural educational services; assuring the quality of rural school programs; and linking rural development and rural education. The papers served as the focus of the seminar, the goals of which were to review, critique, and publish the papers and to establish and publish recommendations for a federal agenda on rural education. Participants approved a total of 28 recommendations calling for action to end neglect and descrimination against rural areas; provide special support for dealing with the unique problems of rural education; and recognize education as a critical component of any rural development strategy. The report presents the ERIC abstracts of the commissioned papers as they appear in "Resources in Education." The recommendations are presented in detail, including the results of the voting on each measure. (SB)

ED 184 444 HE 012 469

Deitch, Kenneth M.

Some Aspects of the Economics of Higher Education. Working Paper.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Jan 78

Note-164p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Historical Materials (060) - Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-College Faculty, Declining Enrollment, Demography, *Educational Economics, *Educational Finance, Educational History, *Enrollment Trends, Fiscal Capacity, *Futures (of Society), *Higher Education, *Retrenchment, Tenure

Identifiers-*Sloan Commission Studies

A discussion of the economics of higher education begins with an outline of the history of higher education, and a profile of American postsecondary institutions in the recent past and the present. An analysis of the outlook for enrollments follows. Data are given on enrollment trends since 1951, according to sector (public versus private), institution type, and degree level and subject area. Demographic profiles illustrate a forecast of enrollment trends through 2,000. The geographic distributionof the traditional college-age population is outlined, and graduate and professional education populations are also discussed. Financial data on recent funding and funding trends in private and public institutions and on faculty illustrate a discussion of revenue and fiscal capacity, especially as they are affected by the federal government. It is concluded that increasingly intense competition for students will be important in higher education economics in the 1980s, and there will be continuing efforts to economize. The intellectual vitality of the faculty is seen as important to the health of higher education, though the demand for new, younger faculty members is foreseen to be very small in the near future. Appended are a list of references and suggestions for further reading. (MSE)

ED 184 570 IR 008 260

ECOS Process for Curriculum Development.
Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Note-40p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Curriculum Development, Educational Development, *Educational Improvement, Evaluation Methods, *Instructional Innovation, *School Community Programs
Identifiers-National Diffusion Network Programs

This booklet details a methodology for infusing almost any subject into a school district's ongoing curriculum. The process involved three interrelated parts: infusion, community, and stewardship. The infusion component makes it possible to upgrade teacher's skills, improve classroom management, strengthen community-school cooperation, and diffuse knowledge and techniques throughout the school system with little or no disruption to existing programs. In the community component, teachers and students work together to identify commuqity resources and use them as part of their learning environment. A major component of the ECOS process, stewardship has been defined as the development and application of a system of management; a major objective of stewardship is to involve participants, faculties, students, and community members in personal responsibility for the solution of local problems through community action. The total plan also includes strategies for dealing with change and innovation, techniques for staff development, and an evaluation plan. The application of the ECOS process in curriculum development is discussed, and specific guidelines are provided for the areas of environmental, career, energy, nutrition, consumer, drug and alcohol, gifted, and special education. (Author/JEG)

ED 184 590 IR 008 290

Survey of Library Video Resources, 1977.
Library and Information Technology Assoc., Chicago, Ill.
Pub Date-77
Note-65p.; Legibility varies.
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cataloging, Financial Support, *Libraries, *Library Collections, *Library Equipment, *Library Surveys, Programing (Broadcast), Tables (Data), *Video Equipment, *Videotape Recordings

A summary of a survey conducted in the winter of 1976-77, this document presents data on the video resources of 381 libraries in the United States, Canada, and Puerto Rico in two major sections: (1) a directory'' which lists the libraries alphabetically by state and provides each library's responses to the survey questions, as well as the telephone numbers of the institution or the name and telephone number of the institution's respondent; (2) a series of data tables, each one corresponding to a particular question of the survey and statistically summarizing the responses to it. The survey form is included. (JD)

ED 184 748 RC 011 889

Carter, Jimmy

The Carter Administration: Small Community and Rural Development Policy.

Executive Office of the President, Washington, D.C.
Pub Date-20 Dec 79
Note-46p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Development, Community Size, Cooperation, *Delivery Systems, Demography, Economic Development, Education, Employment Opportunities, Energy, *Federal Government, Federal Programs, Government Role, Health Services, Housing, Human Services, Natural Resources, Needs, *Policy Formation, Program Descriptions, *Program Development, Quality of Life, *Rural Development, Rural Education, Rural Population, Social Services, Transportation

The Carter Administration is adopting a Small Community and Rural Development Policy because: (1) rural America's human and natural resources are a mainstay of the nation's economy and way of life; (2) many rural areas are in the midst of significant economic and demographic change; (3) rural people and communities have greater unmet basic human needs; (4) clear policy direction and a framework for integrating current federal efforts is needed; and (5) improvement of the rural data base upon which programs can be developed is essential. The Administration, in partnership with Congress, state and local governments, and private sector leadership, is committed to work toward: meeting basic human needs of rural Americans; providing opportunities for rural people to be fully and productively employed; providing a favorable climate for business and economic development; addressing the rural problems of distance and size; and promoting the responsible use and stewardship of natural resources and environment, while preserving the quality of rural life. The policy, which describes present and proposed initiatives, addresses rural problems in the areas of housing, health, water and sewer, education, income maintenance, social services and legal aid, job creation, economic development, energy, transportation, communications, capacity building, and environment and natural resources. (NEC)

ED 184 829 SE 030 438

Ayre, H. Glenn And Others
Analytic Geometry, Teachers' Commentary, Part 2. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Fouqdation, Washington, D.C.
Pub Date-64
Note-259p.; For related documents, see SE 030 435-440 and ED 143 512-513.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Algebra, *Analytic Geometry, Geometric Concepts, Geometry, Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Teaching Guides
Identifiers-*School Mathematics Study Group

This is part two of a three-part teacher's guide to an SMSG textbook designed to be used as a one-semester course for twelfth-grade students. For chapters 6 through 10, this guide includes a teacher's commentary and answers to the exercises. (MK)

ED 184 308 FL 010 945

Bhatia, Tej K.

Computer-Based Hindi Pedagogy.

Pub Date-79

Note-13p.; Paper presented at the annual meeting of the Linguistic Society of America (53rd., Boston, MA. December 28-30, 1978).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Second Language Programs, Computational Linguistics, *Computer Assisted Instruction, Computer Managed Instruction, Computer Oriented Programs, Computers, Higher Education, *Hindi, *Individualized Instruction, *Programed Instruction, Programing Languages, *Second Language Instruction, Second Language Learning, *Teaching Methods

This paper brings out the structure and salient features of the Computer-Based Hindi Teaching (CBHT) course, which is being developed at the University of Illinois. The following topics are treated specifically: (1) areas of the Hindi Language course that can be efficiently and economically taught with computer-based pedagogy; (2) a demonstration of how the CBHT Course supplements non-computer-based Hindi teaching; and (3) claims about the development of testing procedures that are more satisfactory and efficient than procedures realized in non-computer-based teaching. In addition, the paper has implications for computer-assisted instruction. The course has been developed on the PLATO IV computer. PLATO IV, (Programmed Logic for Automated Teaching), is an economically feasible, large-scale, computer-controlled teaching system. It is being used to teach courses in medicine, science, and a number of foreign languages. (Author/AMH)

ED 184 372 FL 011 252

Ransom, Evelyn N.

Definiteness, Animacy, and NP Ordering.

Pub Date-Feb 77
Note-13p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).
Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for Entire Proceedings)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classification, Deep Structure, *Grammar, *Language Universals, *Nouns, *Sentence Structure, Structural Analysis (Linguistics), Syntax
Identifiers-*Constraints, Passives, Relational Grammar, *Word Order

The constraints in English on the definiteness, specificity, humaness and animacy of noun phrases (NP's) undergoing passive and dative movement are examined. Evidence presented shows that these constraints occur in other languages in marked and unmarked constructions as absolute constraints on acceptability or as tendencies. This suggests a universal tencency in NP ordering. The Definiteness-Specificity Hierarchy (DSH) reflects the degree of referential information present in the noun phrase and constrains the advancement of the dative. If the advanced NP's are indefinite and the demoted NP is indefinite, the resulting sentence is acceptable. If the demoted NP is definite, it is less acceptable. The Humaness-Animacy Hierarchy (HAH) constrains passive movement. When the advanced NP's are non-human animate, the demoted NP must be also in order for the sentence to be acceptable. These hierarchies interact in a counterbalance in the Empathy Hierarchy. This reflects a tendency to give prominence to that with which the speaker empathizes. Since it is easier to empathize with whatever one has more referential information about and with humans more than animals, there is a tendency for NP's higher on the hierarchies to be given prominence over those lower. (PMJ)

ED 184 427 HE 012 443

Glenny, Lyman A. Bowen, Frank M.

State Intervention in Higher Education.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Nov 77

Note-103p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Access to Education, Accountability, College Administration, Federal Government, Federal Regulation, Financial Support, Governance, Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Policy Formation, Power Structure, *Public Policy, State Aid, State Departments of Education, *State Government, State Officials, *States Powers, Statewide Planning

Identifiers-*Sloan Commission Studies

State intervention in higher education is discussed, and state and federal regulations that affect higher education are discussed and contrasted. The structures and procedures by which states intervene in higher education are outlined, and the issue of institutional autonomy is considered. Policy areas through which the state can affect higher education include the following: governance, coordination, and administration; access; instruction; research; public service; general support; and accountability. In the process of statewide planning, state higher education agencies can be a possible source of state intervention and control. Information on executive and legislative staff agencies is presented, and the general history and present status of state higher education agencies are described. Institutional autonomy in relation to state controls is addressed, and perceptions of state agency officials on recent trends in the relative power of the major state agencies and the institutions are presented. Among the ways in which states can intervene in higher education are the following: state controls over the levels and conditions of fiscal support and over academic degrees/programs; direct policy controls over admissions criteria, tuition policy, and institutional size; controls over professional and other licensures; personnel controls; fiscal and program audits; and regulations and rules controlling the construction of physical facilities and the purchase of equipment. It is suggested that a survey of current state controls over institutions of higher education be conducted. (SW)

ED 184 480 HE 012 528

A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid Programs.

New York State Education Dept., Albany.
Pub Date-Dec 79.
Note-36p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, Comparative Analysis, Educational Finance, *Eligibility, *Federal Aid, Fellowships, *Graduate Students, Grants, Higher Education, Part Time Students, Scholarships, *State Aid, Statistical Analysis, *Student Financial Aid, Student Loan Programs, Tuition, *Undergraduate Students
Identifiers-*New York, Tuition Assistance Program

A report by the Board of Regents on student financial aid programs in New York State is presented. During 1979-80, the estimated average Tuition Assistance Program (TAP) awards increased in all undergraduate sectors and helped to offset tuition increases in both the independent and public sectors. Guaranteed student loans continued to increase in both numbers and amounts of offset increasing educational costs that were not covered by TAP awards and other sources of grant aid. Recommendations are offered regarding the following: (1) changes in income schedules and scales for undergraduate and graduate TAP awards; (2) extension of eligibility for TAP awards to part-time undergraduates; and (3) a comprehensive program of graduate student aid. In addition to the TAP program, the Regents College Scholarships are available for a wide variety of undergraduate programs, and for students in specialized graduate programs, scholarship and fellowship awards are available. Data are presented on new awards in 1978-79 for different types of financial aid. Information is also presented on the total annual financial assistance to college students; determination of the student's award on the basis of tuition cost and financial ability; number of TAP recipients by sector; utilization rates for TAP recipients by level of enrollment and type of institution; and average TAP awards by sector and level of study. Other federal student aid programs in New York and the interaction of federal and state student assistance programs are briefly addressed. (SW)

ED 184 548 IR 008 228

Monroe, Margaret E.

The Use of Print and Other Media in Nursing Homes of Wisconsin in 1975 and a Related Survey of Public Library Service to Older Adults.

Wisconsin Univ., Madison. Faye McBeath Inst. on Aging and Adult Life.
Spons Agency-McBeath Inst., Milwaukee, Wis.
Pub Date-78
Note-152p.; Best copy available.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Facilities, *Library Services, Library Surveys, *Nursing Homes, *Older Adults, *Public Libraries, Questionnaires, Surveys, Tables (Data), Use Studies
Identifiers-*Wisconsin

This is both a descriptive study of the physical and social climate of nursing homes for the use of print and other media, and a study of public library service to older adults and to residents of nursing homes in Wisconsin. It includes a detailed description of public library service to older adults and nursing home residents to provide a basis for design of more effective programs of service to the elderly. The survey questionnaire to nursing homes is designed to explore the physical facilities, the social climate for the use of print and media, and the professional readiness of nursing home staff and volunteers to support the use of those materials. The public library survey is designed to describe library services to nursing home residents in the context of the libraries' total program of services to older people. After providing a descriptive report based on the data gathered, problems, issues, and conclusions on nursing home use of media and on public library service are discussed and hypotheses for more formal research are identified. (Author/FM)

ED 184 610 JC 800 155

Luskin, Bernard J. Small, James
Coastline Community College: An Idea Beyond Tradition.
Pub Date-4 Mar 80
Note-16p.; Paper presented at the Conference of the American Association for Higher Education (Washington, DC, March 4-5, 1980)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, Administrative Organization, *Community Colleges, *Community Education, Correspondence Study, Curriculum Design, Decentralization, *Delivery Systems, *Educational Facilities, Experiential Learning, External Degree Programs, Found Spaces, Independent Study, Lifelong Learning, *Noncampus Colleges, Open Enrollment, *Outreach Programs, Part Time Faculty, School Community Relationship, Telecourses, Two Year Colleges
Identifiers-*Coastline Community College CA

Since Coastline Community College (CCC) opened in Fall 1976, CCC has served as a model for the community-based, college beyond walls'' movement. CCC, which has no physical campus, uses 127 existing facilities throughout its service area, including public and private buildings, homes, and businesses. Besides eliminating high construction costs, the use of these facilities allows CCC to reach students who cannot or will not come to a campus. The college employs six operational guidelines for the implementation of community education: (1) a flexible, administrative structure organized along geographic, rather than program, lines; (2) a policy of open access to all population segments; (3) a flexible curriculum to meet the degree and/or personal interest needs of the heterogeneous student body; (4) the use of diverse modes of instruction, such as television, mail, newspapers, and independent study packages; (5) the development of a varied, fully-credentialed, part-time faculty; and (6) the recognition of the concept of lifelong learning through procedures designed to award credit for experiential learning. The emulation of these policies at other community colleges testifies to CCC's success and to the continued trend toward the interface of college and community. (JP)

ED 184 647 JC 800 212

Drakulich, J. Scott Karlen, Janice M.

Reverse Transfer Student Characteristics Fall 1979. Office of Institutional Research, Research Report 80-3.

Essex County Coll., Newark, N.J.
Pub Date-Apr 80
Note-32p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, College Choice, *College Transfer Students, Community Colleges, Comparative Analysis, Educational Attainment, Education Work Relationship, Employment, Ethnic Groups, Family Characteristics, Income, Majors (Students), Marital Status, Occupational Aspiration, Questionnaires, School Surveys, Student Attitudes, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students, Veterans
Identifiers-*Reverse Transfer Students

In order to determine the characteristics of students who transferred to Essex County College from four-year institutions in Fall 1979, the responses of 88 reverse transfer students (RTS's) to 84 items on the entering student demographic questionnaire were compared to the responses of 2,087 new Fall 1979 students. The questionnaire solicited information related to college choice; educational plans, goals, and background; marital, veteran, ethnic, and employment status; transportation; residence; family size; intended major; occupational plans and their relation to major; finances; parents' characteristics and attitudes; interest in support services and extracurricular activities; handicaps and health; and anticipations with regard to program and career goal changes and academic persistence and success. Major findings indicate that while the new students chose Essex because of the availability of financial aid and/or its academic reputation, the RTS's attended to take courses in their intended major. More RTS's were white, married, and non-veterans. In addition, the RTS's had better educational backgrounds only 1% had not graduated from a high school as compared to 20% of the new students. While there was no apparent difference in the overall importance the two groups attached to a college education, the RTS's were more certain of their educational plans and had higher career aspirations. The questionnaire is included. (JP)

ED 184 667 PS 011 271

O'Shea, J., Ed. Halliwell, G. L., Ed.

Open Framework Resource Kit: Writing Plans & Evaluating. Discussion Paper.

Queensland Univ., Brisbane (Australia). Dept. of Education.

Pub Date-Nov 79

Note-89p.; For related documents, see ED 151 097-98 and PS 011 270.

Available from-Curriculum Branch, Queensland Department of Education, G.P.O. Box 33, North Quay, Q4000, Australia (Free on request)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Early Childhood Education, *Educational Objectives, Elementary School Students, *Evaluation Methods, Foreign Countries, *Individual Development, *Lesson Plans, *Open Education, *Planning, Preschool Children, Teacher Responsibility

Identifiers-*Australia

This resource paper for preschool teachers provides (for discussion) examples of written plans and types of evaluation used by teachers in open framework educational settings. A brief overview of educational planning and evaluating is followed by four examples of teacher's program planning at three grade levels: a preschool, an early education class, and a first grade class. Preschool materials include statements of the teacher's aims, a chart of general educational objectives, a sample weekly plan, an individual record of development, a record of parent and teacher meetings, large and small group weekly plans, evaluation notes and anecdotal records. Early education materials include a teacher's statement of aims and practices, a short term plan outline, a guide to relating key experience areas to subject matter, a daily plan and a checklist of concept development. First year materials consist of a statement of teacher's values and principles, guidelines for organizing the classroom, examples from files related to subject areas, notes on activity and self evaluation, and comments on parent participation. In conclusion, six processes used by teachers and which are features of an open framework approach to writing educational plans and evaluating are identified and discussed. (Author/RH)

ED 184 766 RC 011 945

Yanez, Elva Chabran, Richard

The Uses of Automated Bibliographic Data Bases in the Development of an Hispanic Data Base.

National Chicano Research Network, Ann Arbor, Mich.

Pub Date- 79

Note-69p.; Adopted from a report written for the Spanish Speaking Mental Health Research Center.

Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Automation, *Bibliographies, *Data Bases, Data Processing, Ethnic Studies, *Hispanic Americans, History, Indexes, *Information Retrieval, Information Services, Information Sources, *Online Systems, Relevance (Information Retrieval), Research Tools, *Search Strategies

Identifiers-Hispanic Bibliography Info Storage Retrieval Proj, *Selective Dissemination of Information

With the growth of computer technology, bibliographic data bases have developed into sophisticated online research tools. The major data bases are produced by abstracting and indexing (A&I) publishers. Vendors purchase the A&I publishers' machine readable tapes, then sell computer access to the tapes to information based organizations such as libraries, which in turn sell access to individual users. However, bibliographic data bases cannot necessarily provide better access to Hispanic materials than traditional catalogs and indexes, since so much literature by and about Hispanics is produced outside the established publishing industry and is not controlled by indexing and other standards. The use of Selective Dissemination of Information services may improve access to Hispanic studies. The Hispanic Consortium may also decide to undertake direct searching of commercially available data bases. For the Hispanic researcher, careful vocabulary control and selection of an appropriate data base are essential. To determine which data bases generally contain relevant information and which index terms are most commonly used, 35 data bases were searched, employing terms often used to describe Hispanic population in the United States. A lengthy appendix contains a subject description of each data base in the study. (SB)

ED 184 804 RC 011 998

Bass, Gail Berman, Paul
Federal Aid to Rural Schools: Current Patterns and Unmet Needs.
Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-R-2583-NIE
Pub Date-Dec 79
Contract-400-79-0022
Note-51p.; Prepared for the National Institute of Education.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Finance, Educational Needs, *Educational Policy, Elementary Secondary Education, *Equal Education, Federal Aid, *Federal Programs, Recruitment, *Resource Allocation, Rural Areas, Rural Education, *Rural Schools, Rural Urban Differences, School Districts, School Funds, School Personnel, *Small Schools
Identifiers-*Elementary Secondary Education Act Title IV

Two investigations were conducted to determine whether rural school districts receive a fair share of federal education funds: a quantitative analysis of the distribution of federal funds between rural and nonrural school districts and a qualitative exploration of the special needs and disadvantages of rural school systems. The quantitative study examined, for six states, the distribution of fiscal year 1977 funds for two state-administered federal programs: Libraries and Learning Resources (ESEA Title IV, Part B) and Educational Innovation and Support (ESEA Title IV, Part C). In the sample states Title IVB funding (formula based) provided rural districts with a fair proportion of program funds according to the standard of equal funding per student. For Title IVC funding (grants competitions) rural districts fared poorly when states awarded fewer, larger-sized grants. Fieldwork conducted at state, regional, and local education agencies, revealed three major problems affecting the quality of rural education: financial constraints, difficulties of attracting staff, and administrative limitations. The study findings suggest that the problems of certain rural areas (particularly the economically depressed and the more isolated and less populated) merit policy initiatives independent of urban or suburban policies. (Author/JH)

ED 184 629 JC 800 183

Potts, Peggy J.

Educators Resource Guide to WP Material for the Classroom.

Note-25p.
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Clerical Occupations, *Community Colleges, Films, Guides, *Instructional Materials, Newsletters, Textbooks, Two Year Colleges, Workbooks
Identifiers-*Word Processing

This guide lists materials to be used in the classroom instruction of word processing technology. A listing of international, national, and regional word processing associations is followed by an annotated enumeration of resources under nine headings: (1) booklets and brochures, (2) books, (3) films, (4) handbooks, (5) machine transcription programs, (6) magazines, (7) newsletters, (8) corporate research reports, and (9) skill manuals and workbooks. For each item listed, the guide provides availability information, including price, and a brief description. (JP)

ED 184 707 PS 011 349

Shapiro, Edythe R.

Children's Comprehension of Teachers' Directives: Effects of Development, Clarity and Context.

Pub Date-Apr 80

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, *Children, *Classroom Communication, *Cognitive Development, *Comprehension, Context Clues, Elementary Education, *Teacher Behavior, Verbal Communication

Identifiers-*Directives, *Speech Acts

This study analyzed children's comprehension of teacher directives at three levels of clarity. A total of 64 subjects, ages 5 1/2, 7 1/2, 9 1/2 and 11 1/2, participated. Photographic slides of teacher-pupil directive interactions paired with tape recorded teacher directives were presented to subjects under one of four levels of verbal context: Low, Physical, Classroom Norm, and High. There were significant effects for context and significant trends for clarity and for age. Children aged 9 1/2 utilized physical context more than norms, while 11 1/2 year olds used norms more. The evidence suggests that complex processes uqderlie children's manifest responses to teachers' directives. Children apparently do not possess comprehension skills as sophisticated as those of adults. Therefore when evaluating a child's behavior with respect to teacher directives, educators and psychologists should consider the clarity of the directive and the salience of the supporting context. (Author/RH)

ED 184 830 SE 030 439

Ayre, H. Glenn And Others
Analytic Geometry, Student Text, Part 3. Revised Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-136p.; For related documents, see SE 030 435-440 and ED 143 512-513. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Algebra, *Analytic Geometry, Geometric Concepts, Geometry, Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Supplementary Reading Materials, *Textbooks
Identifiers-*School Mathematics Study Group

This is part three of a three-part School Mathematics Study Group (SMSG) textbook. It contains eight chapters of supplements. Four of these are designed to be supplements to the specific chapters 2, 3, 7, and 10. The other four supplements cover the topics: Determinants; Flow Chart for Two Linear Equations in x and y; Graphs with Non-uniform Scales; and Points, Lines, and Planes, which can be used as a supplement to Chapters 2, 3, and 8. (MK)

ED 184 853 SE 030 501

Use of Finger Calculation in the Elementary Classroom.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-80
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computation, Elementary Education, *Elementary School Mathematics, Mathematics Curriculum, *Mathematics Instruction, Remedial Mathematics, *Research, Surveys
Identifiers-*Finger Counting

A new methodology for the mathematics classroom involving finger calculation received widespread publicity during 1978. The Texas Education Agency decided to take a systematic look at the impact of this method so that public school educators would have data on which future decisions concerning its use could be made. The description of the study details teacher training, selection of classrooms, evaluation instruments, and data collection. Pretest, posttest, and adjusted posttest data are presented for grades 1, 2, 3, and remedial 5. In addition, results of a teacher questionnaire are included. (MK)

ED 184 331 FL 011 122

Cena, R. M.

On Resurrecting Buried Agents in Certain Tagalog Verbs. Studies in Philippine Linguistics, Vol. 3, No. 1

Pub Date-79
Note-8p.
Available from-Photoduplication Services, Rizal Library, P.O. Box 154, Manila, Philippines
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Deep Structure, Grammar, Indonesian Languages, *Nouns, *Sentence Structure, *Surface Structure, *Syntax, *Tagalog, *Verbs
Identifiers-*Inflection (Grammar), Passives, Relational Grammar

Analysis of the deep structure of certain Tagalog sentences reveals buried agents. In Tagalog, verbs are inflected for the case role of the subject Noun Phrase (NP). However, Tagalog contains many sentences which, on the surface, do not appear to adhere to this rule, because they are missing the agent. Among sentences which deviate from the rule are those with locative subjects (Linindol any Manila,'' Manila was earthquaked) and those with attack predicates, (Simipon any doktor,'' The doctor was attacked by cold). The absence of the agent in the surface structure is due to its re-lexicalization in the verb base. This supports Postals' notion that in Philippine linguistics there are two subjects, the initial (underlying) and the cyclic. (PMJ)

ED 184 351 FL 011 152

Pack, Alice C., Ed.

TESL Reporter, Vol. 1, Nos. 1-4.

Brigham Young Univ., Laie, Hawaii. Div. of Commuqication and Language Arts.

Pub Date-68

Note-37p.

Available from-Communication and Language Arts Division, Brigham Young University, Hawaii Campus, Laie, Oahu, HI 96762 (free)

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communicative Competence (Languages), Contrastive Linguistics, Diachronic Linguistics, *English (Second Language), Function Words, Language Patterns, Language Proficiency, *Linguistic Theory, Pattern Drills (Language), *Pronuqciation Instruction, *Samoan, *Second Language Instruction, Structural Grammar, Teaching Methods, Traditional Grammar, Transformational Generative Grammar, Writing Skills

Identifiers-Peace Corps, *Tongan

Four issues of TESL Reporter'' are presented. Contents include the following articles: ''An Approach to the I i Contrast'' by William D. Conway; Native Language Environment Is Source of Confusion'' by Alice Pack; The Origin of Language: A Puzzle With Missing Pieces''; Terminal Behavior and Language Teaching'' by J. Donald Bowen; Teaching and Testing'' by Ted Plaister; Tongan and Samoan 'Fai' Contrasted with English 'Do' and 'Make''' by Alice C. Pack; Communication in Language Learning'' by Gerald Dykstra; Tonga II: Peace Corps Program'' by Eric Shumway; Grammars as Classifications'' by Yao Shen; Why Pattern Practice'' by William D. Conway; A Structural Comparison of English and Tongan'' by Ermel J. Morton; Controlled, Guided and Free Writing'' by Richard Port; Church College of Western Samoa Plans TESL Curriculum''; and Teaching the 'th' of English'' by Alice Pack. (SW)

Bramlett, Linda Marcus, Bruce
A Self-Study on the Impact of the Federal Government on Rice University.

Rice Univ., Houston, Tex.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-7 Oct 77
Note-73p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Records, Accessibility (for Disabled), Access to Education, Affirmative Action, Athletics, Case Studies, Civil Rights, *Compliance (Legal), Educational Finance, Employment Practices, Equal Education, Federal Aid, *Federal Legislation, *Federal Regulation, Financial Support, Government Role, *Government School Relationship, *Higher Education, Institutional Research, Personnel Policy, Privacy, Private Colleges, Research Projects, Safety, Self Evaluation (Groups), Work Environment
Identifiers-Rice University TX, *Sloan Commission Studies

Results of a self-study conducted by Rice University, Texas, on the impact of federal legislation, especially nondiscrimination legislation, and the influence of federally-sponsored research are described. A survey was conducted of department chairmen, administrative staff, and a few selected faculty through interviewing and questionnaire administration. Among the legislation that has had the greatest impact on the university are the Civil Rights Act of 1964 and the required compliance with Executive Order 11246, Title IX, and the Rehabilitation Act of 1973. Title IX has changed the university's policy and practices relating to athletics and particularly the intercollegiate athletic program. Action has been taken to make the university accessible to the handicapped, but structural modifications of all existing facilities would impose a significant financial burden. Some major changes have occurred which have affected the university's traditional hiring philosophy and practices, administrative procedures, and finances. Equal Educational Opportunity legislation and affirmative action regulations were cited as the federal legislation that had the greatest impact on the university in the last decade. The Occupational Safety and Health Act and the Buckley Amendment have also affected the university. The federal government has been the principal sponsor of research. Problems created by changes in government funding priorities and problems encountered in reporting and documentation required for federal grants and contracts are reviewed. (SW)

Charters, Alexander N., Comp.

Resources for Educators of Adults. Syracuse University Resources in Adult Education (MS7).

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date-Sep 79

Note-39p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Clearinghouses, *Educational Resources, Information Centers, Information Sources, Library Collections, *Library Services, Resource Materials

Compiled for educators of adults who need to continue their own professional development, this publication identifies the variety and scope of educational resources related to adult and continuing education which are available at Syracuse University. Following a section delineating aids to accessing information about adult education, these resources are described: (1) the School of Education's adult education area; (2) the Library of Continuing Education; (3) the E.S. Bird Library book collection, pamphlet file, media collection, dissertation collection, Educational Resources Information Center, search services, liberal adult education collection, and manuscript archives; (4) Syracuse University Publications in Continuing Education; (5) the Arents Research Library photograph and oral history collection; (6) the visiting educators of adults program; (7) adult education awards; (8) research projects and grants; (9) the Clearinghouse of Resources for Educators of Adults; (10) programs for adults at Syracuse; (11) the Metropolitan Syracuse Committee for Adult Education; and (12) adult education organizations. A list of publications related to Syracuse University resources for educators of adults is also provided. (FM)

ED 184 524 IR 008 185

Huston-Stein, Aletha And Others

The Effects of Action and Violence in Television Programs on the Social Behavior and Imaginative Play of Preschool Children.

Pub Date-Mar 78

Note-18p.; Paper presented at the meeting of the Southwestern Society for Research in Human Development (Dallas, TX, March 1978). For a related document, see IR 008 192.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, *Preschool Children, *Pretend Play, Psychological Studies, Television Research, *Television Viewing, *Violence

The independent contributions of action and violence in television programs to children's attention and social behavior were investigated. Pairs of preschool children were assigned to one of four television conditions (1) high action-high violence, (2) high action-low violence, (3) low action-low violence, or (4) no television. Action was defined as rapid movement by characters or objects; violence was physical aggression by characters. Visual attention was greater in high action than in low action programs; there were no differences in attention as a function of violence when action was controlled. Children were observed in free play sessions before and after viewing. Those who saw low action-low violence television or no television increased in imaginative, fantasy play; those who saw high action-high violence decreased in imaginative play; the high action-low violence group fell in between. There was some tendency for aggressive behavior to follow the opposite pattern higher aggression following high action-high violence or high action-low violence than after low action-low violence or no television. There were no differences in activity level as a function of treatment. These results were interpreted as supporting arousal theory more strongly than observational learning theory. (Author/JEG)

ED 184 591 IR 008 291

Wilkins, Barratt

Survey of State Library Agencies, 1977.

Illinois Univ., Champaign. Graduate School of Library Science.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Report NO.-UI-Occas-Pap-142
Pub Date-Dec 79
Note-47p.; Best copy available.
Available from-Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, IL 61820
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Financial Support, Library Collections, Library Services, *Library Surveys, *State Agencies, *State Libraries, Statistical Analysis

This report is a collection of statistical tables whose data were derived from a survey of state library agencies about activities during fiscal year 1977. Subject matter of the tables includes (1) location of state library agencies within state government departments; (2) services administered; library material collections, and additions to these collections; (3) source, amount, and use of funds; (4) expenditures; (5) staff (total staff and separate tables for men and women); (6) unfilled positions; (7) physical facilities; (8) acquisition, cataloging, and bibliographic services operated on a statewide basis; (9) authority for provision of consultant services; and (10) number and type of libraries and library networks within the state. A copy of the survey form and instructions for completion are appended. (SW)

ED 184 687 PS 011 327

Handbook of Standards for Pre-School Group Day Care Centers.

New York City Human Resources Administration, N.Y.
Pub Date-Jul 79
Note-128p.; Prepared through the Agency for Child Development.
Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Child Development, Community Involvement, *Day Care, *Day Care Centers, Health Services, Nutrition, Parent Participation, Preschool Education, Program Administration, *Program Evaluation, *Self Evaluation (Groups), *Standards
Identifiers-New York

The standards presented in this handbook are intended to serve as guidelines for the self-assessment of publicly funded preschool group day care centers. Each standard is accompanied by one or more indicators which suggest concrete ways in which that standard can be met. The handbook is divided into five sections. The standards in the first section deal with the program for children, focusing on program goals, planning, implementation and assessment. The second section presents standards related to parent involvement and social services, with specific emphasis on: (1) inquiries and applications for admission; (2) admissions; (3) orientation; (4) parent involvement in the child's participation in the program; (5) parent participation in planning and assessment; (6) parent participation in the administration of the program; (7) support services; and (8) terminations, breaks, or changes in services. The third section contains standards for community outreach. The fourth section presents health and nutrition standards, most of which reflect the requirements of governmental agencies for the provision of health and nutrition services. The standards in the last section focus on administration, with attention directed to the role of the provider and the role of the director. A glossary of terms and a list of references are also included. (JMB)

ED 184 730 PS 011 389

Pace, Ann Jaffe
The Ability of Young Children to Correct Comprehension Errors: An Aspect of Comprehension Monitoring.
Spons Agency-North Carolina Univ., Greensboro.
Pub Date-Apr 80
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Cognitive Processes, Memory, *Prose, *Young Children

This study examined the ability of youqg children to correct comprehension errors, considered to be an aspect of comprehension monitoring. Kindergartners and second graders (N 32) heard a story about an unfamiliar situation, then answered questions which either assessed information contained within a single sentence, required the correct identification of the referent of a word, or depended on the integration of information across sentences. Initially, both groups responded to reference questions best, though second graders answered more questions correctly overall. Participants were then given the opportunity to listen to the story again to see if they could identify information needed to correct their previous responses. Second graders corrected nearly half of their errors, kindergarteners, more than a third of theirs. Thus these young children exhibited some ability to improve their comprehension when given a means to do so. Integration questions were least likely to be corrected, however. Young children may thus have difficulty organizing and relating information from different parts of a passage. (Author/JMB)

ED 184 785 - RC 011 969

Jacobsmeyer, Donald J.

Rural Education Initiative. A Report on the Regional Rural Roundtables.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Feb 80
Note-74p.; For related document, see RC 011 968.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Delivery Systems, Demography, Educational Change, Educational Finance, *Federal Programs, *Government Role, Government School Relationship, Needs Assessment, *Rural Development, *Rural Education, *Rural Population, *School District Autonomy

To provide grassroots judgment on the validity of the 28 recommendations stemming from the May 1979 National Seminar on Rural Education and to determine how specific federal programs impact rural education, 179 invited non-federal representatives from rural organizations, rural educational systems, state departments of education, and the general rural population attended 1 of 11 regional roundtables conducted in September 1979. An additional 229 voiced their opinions by mail. In varying levels of agreement (from 94.9% to 60.1%) participants validated all 28 recommendations as feasible activities for a Federal Rural Education Initiative. Although agreement was fairly consistent geographically and across rural populations, a minority of the rural constituents consistently questioned the role of the federal government in rural education. Judging from response to the recommendations, priorities of the constituency regarding rural education appeared to be centered in the areas of funding, research, delivery systems, information dissemination, and vocational training. With regard to federal programs in general, respondents repeatedly stressed their desire for state and local control of decisions affecting their rural schools, and noted that existing federal programs placed greater administrative burdens on and are less flexible in small rural schools than large urban schools. (Author/SB)

ED 184 309 FL 010 948

Harris, John W.
Opposite Effects of Context on Immediate Structural and Lexical Processing.
Pub Date-78
Note-11p.; Paper presented at the annual meeting of the Linguistic Society of America (Boston, MA, December 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Advance Organizers, *Cognitive Processes, Comprehension, *Context Clues, Grammar, *Language Processing, *Language Research, Linguistic Theory, *Listening Comprehension, Memory, Perception, Psycholinguistics, Speech, Speech Commuqication, Syntax, Vocabulary

The testing of a number of hypotheses about the effect of hearing a prior context sentence on immediate processing of a subsequent target sentence is described. According to the standard deep structure model, higher level processing (e.g. semantic interpretation, integration of context-target information) does not occur immediately as speech is heard but is delayed until an initial deep structure analysis has been conducted. In contrast, the on-line interactive'' view states that processing proceeds at all levels simultaneously, implying that presence/absence of prior context should affect immediate processing. Two experiments confirm that context has a significant effect on immediate structural (syntactic/semantic) and lexical processing, supporting the on-line interactive view. A newly-developed on-line, short-latency sentence continuation task measured changes in the complexity of structural processing, while word monitoring latency provided an index of lexical processing. Results also supported a number of new hypotheses one of which stated that context can have opposite effects on immediate structural and lexical processing. While the addition of a prior context sentence always facilitated lexical processing, it either increased or decreased the complexity of structural processing at different points in the sentence depending on whether incoming material contained old'' or new'' information in relation to the context sentence. (Author/AMH)

ED 184 392   HE 012 381

Regulations: Guaranteed Student Loan Program.

Pub Date-17 Sep 79
Note-44p.; Reprint of a portion of the Federal Register v44 n181 Sep 17 1979.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Costs, Educational Finance, *Eligibility, *Federal Aid, *Federal Programs, *Federal Regulation, Government School Relationship, Higher Education, Insurance, Loan Repayment, Money Management, *Student Financial Aid, *Student Loan Programs
Identifiers-*Guaranteed Student Loan Program

The text is given of the amendments to part 177 of Title 45 of the Code of Federal Regulations, concerning the federal Guaranteed Student Loan program. Subpart A concerns the program's purpose and scope. Subpart B concerns general provisions: definitions, eligibility, permissible charges, refunds, and prohibited transactions. Subpart C addresss federal payments of interest and special allowance. Subpart D deals with guarantee agency programs: agreements; death, disability, and bankruptcy payments; federal advances for reserve fund and others; federal reinsurance: cost allowances; and records and inspection requirements. Subpart E concerns the Federal Insured Student Loan Program (FISLP): circumstances and extent of insurance; issuance; limitations; premiums; repayment; deferment; diligence and forbearance; death, disability, and bankruptcy; cessation of lender collection; claims procedures and specifications; and reporting and inspection requiremets. In Subpart F, requirements, standards, and payments for participating schools are outlined. Subpart G reviews limitation, suspension, or termination of lender eligibility under the Federal Insured Student Loan Program. (MSE)

ED 184 411 HE 012 425

Oregon State University Governmental Impact Study.
Oregon State Univ., Corvallis.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Oct 77
Note-118p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Records, Accessibility (for Disabled), Access to Education, Accountability, Affirmative Action, Case Studies, College Admission, College Role, *Compliance (Legal), Educational Assessment, *Employment Practices, Equal Opportunities (Jobs), Facilities, *Federal Regulation, *Government School Relationship, *Higher Education, Institutional Research, Personnel Policy, Research Projects, Safety, Self Evaluation (Groups), State Universities, Student Financial Aid
Identifiers-*Oregon State University, *Sloan Commission Studies

Interactions between the government and Oregon State University were assessed with attention to the following areas: employment and personnel administration (regulations regarding equal opportuqity, affirmative action, and nondiscrimination); students and student life (regulations regarding admissions, financial aid, records management, special student programs, and instructional activities); sponsored research (regulations regarding grant and contract research, the Agricultural Experiment Station, the Cooperative Extension Service, and the Sea-Grant Program); and facilities and physical plant (regulations regarding the health and safety of university students and staff, and access for the handicapped). Some specific topics of analysis are as follows: the state merit system, interpretations of the Federal Unemployment Tax Act and related legislation, students' rights, the Buckley Amendment (privacy of student academic records); types of student financial assistance programs, research accountability, Extension Service programs, use of human subjects for research, and the University's Radiation Center and occupational safety. It is concluded that a moral dilemma arises when simultaneous pursuit of the many societal goals and mandates requires the application of resources beyond the institution's ability to provide them. (SW)

ED 184 445 HE 012 470

Deitch, Kenneth M.

The National Educational Loan Bank: A Proposal for Improving the System of Lending for Higher Education. Working Paper, Preliminary Draft.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-21 Jun 79

Note-64p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cost Effectiveness, Costs, *Educational Economics, *Educational Finance, Educational History, Efficiency, *Federal Aid, *Government Role, Higher Education, Insurance, Interest, Loan Repayment, Parent Participation, Student Financial Aid, *Student Loan Programs

Identifiers-Guaranteed Student Loan Program, Internal Revenue Service, National Direct Student Loan, *Sloan Commission Studies

A National Education Loan Bank (NELB) is proposed as an alternative to existing federal loan programs for education, such as the National Direct Student Loan program and the Guaranteed Student Loan program. The history and structures of these two programs are detailed: financing, costs, insurance arrangements, agencies, volume, and interest rates. The proposed NELB has these features: (1) it is intended to greatly reduce the federal subsidy that keeps the other programs' interest rates low; (2) it would operate entirely on capital the government raises through borrowing; (3) it would transfer the task and paper work of loan origination from the bank to the financial aid officer, a substantial savings to the program; (4) it encourages and enables loans to parents as well as to students; and (5) it calls for collection to be managed by the Internal Revenue Service to minimize default. It is felt that with this program the cost per dollar loaned may drop 37.5 percent, some complexities would be eliminated, and the volume of loans would increase by $62.5 billion. Issues raised by this approach to educational loans such as the principle of govenment subsidy and the reduced program flexibility are discussed. (MSE)

ED 184 571 IR 008 262

Lynch, Beverly P.

Assimilation of Government Publications in Study and Research. Final Report, July 1, 1978 through June 30, 1979.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 79
Grant-G007800585
Note-24p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, *Government Publications, *Information Dissemination, *Information Utilization, Institutes (Training Programs), *Library Services, Program Evaluation, Questionnaires, *Reference Services, *Research Utilization

This report describes a four-day institute funded by the U.S. Office of Education to increase the utilization of government publications by extending the knowledge of academic reference librarians about them. Librarians from 25 uqiversities attended the institute. Discussion of the use of government publications was divided into three broad subject disciplines: humanities, social sciences, and sciences. Available publications and materials were enumerated, and speakers provided examples of the use of government information sources in their research. An evaluation of the institute follows, with a discussion of the responses to the questionnaire given to the participants. The majority of responses were positive, and it is recommended that additional regional institutes be held to inform reference librarians of available publications, as well as a national institute. Appended to the report are the agenda for the institute, a list of the 27 reference librarians who participated, and the questionnaire that was distributed. (SW)

ED 184 630 JC 800 185

Vancouver Community College Market Research Task Force: Technical Report.

Vancouver Community Coll., British Columbia.

Pub Date-Jan 79

Note-285p.; For a related document, see JC 800 159. Colored pages may not reproduce clearly.

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Age, *College Programs, *Community Colleges, Enrollment Projections, *Enrollment Trends, Females, Full Time Students, Majors (Students), Males, Multicampus Colleges, Part Time Students, Questionnaires, School Surveys, *Student Characteristics, Tables (Data), Technical Education, Two Year Colleges, *Two Year College Students, Vocational Education

Four appendices are provided to the Market Research Task Force Report completed at Vancouver Community College (VCC). Appendix I describes, on a series of matrices, the programs offered at each of the three VCC campuses and in the college's continuing education department. The following information is included on the matrices for each college program: British Columbia Post-Secondary Discipline Classification, funding status, enrollment criteria, full- and/or part-time student participation, number of initial registrants in Fall 1978, and the number of program completions. Appendix II presents headcount enrollments by age and sex for the years 1975 through 1978 for the academic, career/technical, college foundation, and vocational program areas. Appendix III details regional, subregional, and program participation data for 1976 and 1978 and then provides participation projections for 1981 through 1986. Appendix IV presents the results of a Fall 1978 survey of 55 data tables. The survey focused on student characteristics, including residence, educational background, demographic profiles, and employment and educational goals. Maps and sample questionnaires are included. Each appendix includes a discussion of the data collection and computation methodologies used. (JP)

ED 184 708 PS 011 350

Brewster, Letitia Jacobson, Michael F.
The Changing American Diet.
Center for Science in the Public Interest, Washington, D.C.
Pub Date-Jun 78
Note-84p.
Available from-Center for Science in the Public Interest, 1755 S Street, N.W., Washington, DC 20009 ($2.50)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change, *Eating Habits, *Food, *Nutrition, Time Perspective
Identifiers-*United States

This book presents an overview of Americans' eating habits in the present and the early 1900's. Chapter One discusses factors contributing to the nation's dramatic, almost unprecedented dietary changes and provides a brief discussion of food consumption statistics. Chapter Two compares present and past U.S. consumption of alcoholic beverages, beans, peas and nuts, candy, coffee, tea and cocoa, eggs, fats and oils, fish and shellfish, flour and cereal products, food colorings, frozen foods, fruit, ice cream, ice milk and other frozen dairy products, meat, melons, milk and cheese, potatoes, poultry, soft drinks, sweeteners, and vegetables. Chapter Three explores nutritional implications of the changed American diet. Calories, fat, carbohydrate, protein, and seven vitamins and four minerals are discussed. A table of approximate daily food consumption, a list of fast food facts and figures and The Changing American Diet Quiz are appended. This book is published by the Center for Science in the Public Interest (CSPI), a non-profit group dedicated to helping solve some of the nation's serious nutrition problems. (Author/RH)

ED 184 749 RC 011 924

Margolis, Richard J.

At the Crossroads: An Inquiry into Rural Post Offices and the Communities They Serve.

Postal Rate Commission, Washington, D.C.

Pub Date-80

Note-61p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 052-062-00034-9, $3.25).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Citizen Participation, *Communication (Thought Transfer), *Community Change, *Community Characteristics, *Local Issues, Needs Assessment, Population Trends, *Public Facilities, *Rural Areas, Rural Population

Identifiers-*Postal Service

For many small-town citizens the post office remains an essential institution, not only as a collector and distributor of the mails but also as a focal point of sociability and intimacy, as a news center, and as a provider of special neighborhood services and counseling. In order to provide data for the Postal Rate Commission (charged with reviewing appeals from patrons of post offices which the Postal Service has decided to close or consolidate), this research paper reports the sociological implications and community effects resulting from the closing of a post office in a small rural community. Data were derived from interviews with 151 residents in 37 communities in 19 states and in all 5 U.S. Postal Regions. Conclusions focus primarily on the viability of the community whose post office may be closed. If the community shows signs of being a strong one, then the closing of its post office would cause significant, perhaps irreparable, harm. If, however, the community exists in name only, with few people supporting or being served by its post office, the closing of such a facility would have little adverse effect. Twenty-one vital signs, principally tests of the vigor of a community's relationship with its post office, are presented to assist the Postal Service in determining community viability. (NEC)

ED 184 854 SE 030 502

Hirshfeld, Stephen F. Bart, William M.

Algebraic Systems: Applications in the Behavioral and Social Sciences.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Report NO.-ARI-TR-P-78-6
Pub Date-Feb 78
Note-123p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Algebra, *Behavioral Sciences, *College Mathematics, *Mathematical Applications, *Mathematics, Mathematics Education, Matrices, Psychology, Researchers, Scientists, *Social Sciences
Identifiers-*Algebraic Systems

A variety of uses of algebra in the behavioral and social sciences is provided along with descriptions of several algebraic systems. This volume is intended to be a sourcebook for theoretical conceptualizations for professionals in the behavioral and social sciences. This publication with its emphasis on description, application, and utility should be a valuable aid to the behavioral and social science researcher. This book is presented in eight chapters. The first four chapters present the foundation material on algebraic concepts and should be read before attempting to examine the remaining chapters. Chapter 5 is concerned with the application of groups to psychology. Chapter 6 introduces rings and fields. Chapter 7 introduces another major algebraic system, a vector space. Chapter 8 is directed at the concept of matrix. (Author/MK)

ED 184 373 FL 011 253

Sweetser, Eve E.

Ambiguity-Avoidance: A Universal Constraint on Extraction from NP Sequences.

Pub Date-Feb 77
Note-14p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).
Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for Entire Proceedings).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Ambiguity, German, Grammar, Language Research, *Language Universals, Navajo, *Sentence Structure, *Syntax, Tzotzil
Identifiers-Icelandic, *Subject Constraints, Word Order

This research deals with how extraction rules are constrained in cases where their unconstrained application would give rise to semantic ambiguity. Of particular concern is the application of extraction rules to noun phrases (NP's) where word order is the only indication of the different syntactic functions of two adjacent NP's. Samples from German, Icelandic, Tzotzil and Navajo are examined in a search for the universal basis for the constraint. Cross-linguistically, the universal constraint is independent of language-particular word order. It is dependent on the subjecthood/definiteness correlation. Subjects must be definite and objects indefinite to be extractable. This constraint is a functional one; it uses universal linguistic tendencies to construct a perceptual strategy for the univocal comprehension of what would otherwise be ambiguous. Any meaningful formulation of this constraint must be able: (1) to state the constraint in terms of grammatical relations rather than in terms of word order, and (2) to deal explicitly with the teleological nature of the constraint. When a language needs to develop a constraint to avoid ambiguity, it can freeze universal tendencies into requirements. This constraint may contribute a possible definition of universal subjecthood. (PMJ)

Orlans, Harold

The Federal Regulation of Accrediting. Draft.

National Academy of Public Administration, Washington, D.C.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Feb 78
Note-54p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, Agency Role, Eligibility, Federal Aid, *Federal Regulation, Financial Support, Government Role, *Higher Education, *Institutional Evaluation, Regional Programs, Standards, Student Financial Aid, Vocational Education
Identifiers-*Office of Education, *Sloan Commission Studies

The meaning of accreditation and how it has evolved is discussed, and the relationship between accrediting agencies and the federal government is examined. Accrediting agencies derive from the federal government the power to designate which school shall be eligible for federal student assistance programs and/or a national recognition and stimulus for improvement. The U.S. Office of Education (OE) is the body responsible for recognition and regulation of accrediting agencies. It is claimed that the policy of OE has been to cover as much of the postsecondary universe as possible with institutional accrediting agencies; to recognize specialized accrediting agencies meeting many of its criteria; to note the many criteria that recognized agencies do not meet; and to accept their formal actions as evidence of their compliance of their basic transformation from groups serving parochial private interests to groups serving broader public interests. It is claimed that accrediting is undertaken in the interest of, and financed by, accredited schools and that the present process of accreditation affords inadequate assurance that standards are met. The federal government has taken independent measures to protect its funds and students' interests by auditing institutions. Thus it would appear that OE is both regulating accrediting agencies and regulating educational institutions directly. It is proposed that the problems of institutional eligibility and student protection would be clarified by reestablishing the distinctions between higher and vocational education, or between degree-granting and nondegree-granting institutions. Regional accrediting agencies, rather than federally approved ones, are favored. (SW)

ED 184 481 HE 012 530

Selleck, Laura

The University Graduate and the Marketplace.

Council of Ontario Universities, Toronto.
Pub Date-Jan 80
Note-65p.; Charts on five pages may not reproduce well.
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Attendance, *College Graduates, *Economic Climate, *Employment Projections, Employment Statistics, Enrollment Rate, Foreign Countries, Higher Education, *Labor Market, Postsecondary Education, Salaries, Trend Analysis, *Unemployment, Vocational Followup, *Youth Employment
Identifiers-Canada, *Ontario

The major economic and demographic analyses of youth unemployment are reviewed, and data on the employment experiences of recent Canadian graduates are analyzed. Projections of future demand for highly qualified manpower are also considered. A particular focus is the impact of actual and perceived employment problems on university enrollments and programs. Information from a variety of sources shows that while recent graduates have had more difficulty in the job market than their counterparts in the fifties and sixties, certain popular assumptions about extensive unemployment among the university-educated cannot be substantiated. However, student perception of employment problems is having an effect on the universities, resulting in a declining participation rate, shifts in enrollment to more vocationally oriented programs, and questioning of the value of a liberal arts education. Data are presented on: labor force growth and unemployment rates for selected industrialized countries and for Ontario, Canada; Canadian unemployment rate by selected age group, 1955-77; elementary-secondary enrollment, school-leavers with bachelor's degrees and new teachers hired, Canada, 1962-86; the annual number of potential labor force entrants from the Ontario educational system by level of schooling, 1966-2000;

postsecondary gross enrollment rate, Canada, 1962-86; average spring unemployment rate, by educational level, Canada, 1974-77; median salaries by field of study for college and bachelor's degree graduates employed full-time. (SW)

ED 184 549 IR 008 230

Burr, Julie Willis, Don

Information for Community Action: A Demonstration of University/Public Library Cooperation in Meeting Community Groups' Informational Needs. Final Report.

Seattle Univ., Wash.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Sep 79

Note-103p.; Appendix H is minimally legible.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Community Centers, *Community Information Services, *Community Involvement, *Community Programs, Community Resources, Directories, *Information Needs, *Library Services, Newsletters, Public Libraries

A project was undertaken jointly by the Seattle Public Library and Seattle University's Community Resource Center to establish a method of making pertinent information available to community group members. Activities of the Community Resource Center were to: (1) coordinate a computerized directory of community groups, (2) publish a newsletter, (3) edit five case studies of community activities, (4) answer information and referral requests, (5) form a community information advisory committee, and (6) design and implement the project evaluation. The Seattle Public Library pursued these activities: preparation for the establishment of a community resource system, establishment of neighborhood resource centers, training sessions for library staff, and project promotion. Activities of both project participant groups were evaluated through questionnaires given to branch library staffs, project staff, and key persons involved with the project. Use of neighborhood resource centers was evaluated through pre-project and follow-up questionnaires sent to leaders of community groups. Effectiveness of the program and plans for its second year complete the report, with information-gathering tools and samples of community publications appended. (SW)

ED 184 611 JC 800 156

Technical Education: 1980-82 Inventory of Technical Training Programs Offered by Ohio's Two-Year Campuses.

Ohio Board of Regents, Columbus.

Pub Date- 80

Note-35p.; Photographs will not reproduce well

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agricultural Education, Allied Health Occupations Education, Business Education, *Community Colleges, Conservation Education, Engineering Education, Engineering Technology, Labor Market, Natural Resources, Public Service Occupations, *State Surveys, *Technical Education, *Technical Institutes, *Trade and Industrial Education, Two Year Colleges, *Vocational Education

Identifiers-*Ohio

An inventory is provided of the vocational/technical programs offered at Ohio's 52 two-year colleges. After introductory material describing the importance of technical education in the labor market of the 1980's, the report presents a list of the names, addresses, and phone numbers of the Ohio institutions offering technical instruction and a map indicating their locations. Next, brief program descriptions are presented alphabetically by program name under five categories: (1) business technologies, (2) engineering and industrial technologies, (3) health technologies, (4) agricultural and natural resources technologies, and (5) public service technologies. The report concludes with a graph indicating which of the described programs are offered at each institution. (JP)

ED 184 648 JC 800 216

Kirby, Emily B.

OCC Graduates Who Went On: A Progress Report, No. 1-480.

Oakton Community Coll., Morton Grove, Ill.

Pub Date-1 Apr 80

Note-10p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Associate Degrees, *College Graduates, *College Transfer Students, *Community Colleges, *Educational Attainment, Educational Certificates, *Educational Mobility, Enrollment Trends, Followup Studies, Higher Education, Postsecondary Education, *Two Year College Students

Using data collected between 1971 and 1979, a study was conducted at Oakton Community College (OCC) that assessed the information that was known about OCC graduates and non-graduates who continued their education. Selected findings indicate that 436 students who graduated between 1971 and 1979 could be identified as having gone on to other institutions; an additional 53 students who did not graduate from OCC were identified who also continued their education. Of the continuing graduates, 36.4% had received an Associate of Science degree, 24.7% had received certificates, and 24.6% had received an Associate of Arts degree. While 65.4% of the graduates had majored in liberal arts and sciences, 34.5% had majored in one of 19 occupational areas. A majority of the graduates (87.4%) went on to public colleges and universities within the state, and almost half (45.7%) enrolled in institutions to which they could commute. Of the graduate group, 32 had received a Bachelor's degree, 3 had earned an advanced degree, and 19 were still enrolled in 1980. With regard to the non-graduate group, 51% had received their Bachelor's degree, and 9.4% had earned an associate degree. Another 39.6% were currently enrolled in institutions of higher education. Several data tables are provided. (JP)

ED 184 805 RC 011 999

McCune, Allen D.

Planning, Implementing, and Evaluating a Program in Gifted Education in Small Rural School Districts.

Halstead Rural High School District 1, Kans.

Pub Date-17 Apr 80

Note-106p.

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Counselor Role, Elementary Secondary Education, *Gifted, Guidance Programs, Intermediate Grades, Models, *Program Development, Program Evaluation, Program Implementation, *Rural Education, *Rural Schools, School Counseling, *Small Schools, Student Evaluation, Student Records

Designed and written especially for the small, rural school district, this document compiles a variety of materials related to planning and implementing gifted education programs. The guidance model (using the school counselor to direct individualized programs for gifted students within the mainstream) is emphasized as a feasible program for districts faced with the problems of small enrollment, geographical isolation, and lack of financial resources. The topics covered include models for gifted education, specific steps in program development, the role and qualifications of the program director, identification of students with high achievement and potential, program evaluation, funding sources, gifted education in the middle school, school testing programs, and the function of mentors for gifted students. The discussion on identifying gifted students suggests a broad range of selection criteria, e.g., teacher recommendations, group achievement and aptitude test scores, examples of student work, self-referral, extracurricular activity performance, and parent information and referral. Included in the materials are numerous student record forms, formats for program evaluation, time lines and checklists for program development, and forms for identifying and recommending gifted students. (JH)

ED 184 831 SE 030 440

Ayre, H. Glenn And Others

Analytic Geometry, Teachers' Commentary, Part 3. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-49p.; For related documents, see SE 030 435-439 and ED 143 512-513.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Algebra, *Analytic Geometry, Geometric Concepts, Geometry, Mathematics Curriculum, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, *Teaching Guides
Identifiers-*School Mathematics Study Group

This is part three of a three-part teacher's guide to an SMSG textbook designed to be used as a one-semester course for twelfth-grade students. This guide contains a teacher's commentary and answers to materials that can be used to supplement the regular course found in the first ten chapters of the text. (MK)

ED 184 332 FL 011 123

Bautista, Maria Lourdes S.

The Noun Phrase in Tagalog-English Code Switching. Studies in Philippine Linguistics, Vol. 1, No. 1.

Pub Date-77

Note-17p.

Available from-Photoduplication Services, Rizal Library, P.O. Box 154, Manila, Philippines

Journal Cit-Studies in Philippine Linguistics; v1 n1 p2-16 Spr 1977

Pub Type- Reports - Research (143) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, *Code Switching (Language), *English (Second Language), Language Research, Language Usage, Native Speakers, *Nouns, Radio, *Second Language Learning, Speech Communication, Surface Structure, Syntax, *Tagalog, Tape Recordings

The structure of the Noun Phrase (NP) is analyzed in a corpus featuring Tagalog-English code-switching. Instances of first language (L1) NP's appearing as subjects and complements in second language (L2) sentential units are examined to gain insight into code-switching. Ten thirty-minute tapes of a radio program in Tagalog provided the corpus for the study. Every sentence containing an example of code switching was analyzed, primarily in terms of its surface structure, into its constituent elements. The analysis revealed the following: (1) Whenever there is congruence between Tagalog and English constructions, code switching is probable. (2) Although the basic rewriting rule for Tagalog NP's and English NP's is the same, the similarity is deceptive. Whereas Tagalog determiners are at the same time relation-markers, English determiners are not. (3) Probably, there are certain L2 prefabricated surface structure constitutents inserted into L1 sentences. These observations should be incorporated into the psycholinguistic model of bilingual competence. (PMJ)

ED 184 501 IR 008 089

Special Issues of Periodicals About Women of Recent Date.
Wisconsin Univ. Center System, Madison.
Pub Date-Jun 79
Note-16p.; Prepared by the Women's Studies Librarian-At-Large.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, *Females, *Feminism, Library Collections, *Periodicals, Sex Discrimination, *Sex Role, Sexuality, *Womens Studies

This continuation and expansion of a bibliography of the same title published in June 1978 lists special periodical issues relevant to all phases of women's studies and feminism which were published between 1977 and 1979. Entries are arranged alphabetically according to periodical titles. Sixty-six different titles are included. (FM)

ED 184 525 IR 008 187

Wright, John C. Huston-Stein, Aletha

The Influences of Formal Features in Children's Television on Attention and Social Behavior.

Pub Date-Mar 79
Note-13p.; Paper presented at the Symposium Television and Children: The Medium Is Unique in Its Form, Not Its Content.'' Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aggression, *Arousal Patterns, Attention Span, Cognitive Processes, *Concept Formation, Emotional Response, *Learning Theories, *Modeling (Psychology), *Preschool Children, Psychological Studies, *Television Viewing

Two studies are described which were conducted at the University of Kansas Center for Research on the Influence of Television on Children to evaluate the effects of form and content independently on the social behavior of youqg children. In both studies, preschool children were observed during an unstructured play session in a laboratory room before and after a treatment consisting of presentation of a television sequence representing a selection from several different types of form and content. Findings suggest that arousing form can lead to an increased aggression, even without the modeling of violent content. Both form and content can influence arousal, and both can serve as models for behavior. Arousal both enhances attention to the program and enhances the likelihood that its form, content, and other situational cues present at the time of viewing will be responded to by the child viewer. It ls suggested that arousal in deliberate and moderate dosages can be put to work to facilitate the communication of educational and prosocial content and behavior. (JEG)

ED 184 592 IR 008 292

Anderson, Carl A.

Technical Report on Processing Centers.

Ohio Coll. Library Center, Columbus.
Report NO.-OCLC/DD/TR-80/2
Pub Date-24 Jan 80
Note-58p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cataloging, Information Processing, *Library Automation, Library Cooperation, *Library Networks, Library Surveys, *Library Technical Processes, Questionnaires

The main instrument of data collection in this survey of library technical processing centers was a questionnaire sent to 16 network coordinators. Following a review of current literature, results of the questionnaire are discussed with regard to five areas: (1) each network's means of identification (definition) of processing centers, (2) types of clients served, (3) means by which libraries became clients, (4) charges levied, and (5) needs of processing centers for continuing access to cataloging data. Each network's definition of a processing center is presented; statistical tables present data from the other four areas of concern from the questionnaire. Information from Totcat Network Billings'' supports a discussion on system use data. Tables are used to show system activity of institution, proportions of first time uses, distribution of titles produced, and other information. In the next section, a table lists 32 commercial processing centers and indicates which of four standard services are available through each (book catalog services, book processing kits, cataloging services, or printed catalog cards). Appendices containing the processing center

questionnaire and cover memorandum, an essay on the state-of-the-art of processing centers in Wisconsin, and network billing data complete the report. (SW)

ED 184 668 PS 011 276

Stanley, Jay And Others

Adolescents as Parents: Development and Assessment of a Parenting Education Program for the First Year after Birth. Final Report to the Office of Child Development.

Johns Hopkins Medical Institutions, Baltimore, Md.

Spons Agency-Joseph P. Kennedy, Jr. Foundation, Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date-Jan 80

Grant-OCD-90-C-1339-02

Note-83p.; Report prepared through the Center for School-Aged Parents and Their Infants.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adolescents, Infants, Intervention, *Knowledge Level, Longitudinal Studies, *Mothers, *Parenthood Education, Program Development, *Program Evaluation, Questionnaires

The effectiveness of an educational intervention program in increasing the parenting skills and knowledge of adolescents with infants was evaluated. The early part of the program consisted of an informal'' group which received individual counseling without a formal curriculum. This group consisted of 29 mothers whose babies were two months of age, and decreased to 10 mothers 4 months later, and to 9 mothers 10 months later. A second group received formal'' instruction in the form of small group discussions involving up to eight mothers, their babies, and a group leader. Discussion topics focused on issues and concerns relevant to the infant's stage of development. The total sample receiving formal instruction consisted of 62 mothers whose babies were two months of age. The entire sample remained 4 months later, and 15 of the babies had reached their first birthday at the close of the study. Pretest and posttest and baseline data were collected by means of a questionnaire on 6 areas of knowledge: child development, community resources, family planning, safety, adolescent development, and child care. In general, the data for all 6 indices reflected an increased knowledge base for mothers who were participating in both the formal and informal educational programs. (Author/SS)

ED 184 688 PS 011 328

McDonald, Gerald W.

Adolescent Characteristics Influencing Parental Power Perceptions in the Family.

Pub Date-Mar 80
Note-33p.; Filmed from best available copy; Paper presented at the Annual Meeting of the Southern Sociological Society (Knoxville, TN, March 28, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Age Differences, Birth Order, College Students, Family Relationship, Higher Education, High School Students, *Parent Role, Power Structure, *Religious Differences, *Role Perception, Secondary Education, *Sex Differences

The influence of the sex, grade, religiosity and birth order of adolescents on adolescents perceptions of the parental power structure in the family was examined in this study. Parental Power was conceptualized as a multidimensional variable following the French and Raven (1959) formulation of social power bases. The parental power dimensions measured were perceived outcome-control, referent, legitimate and expert power. A modified version of Smith's parental power instrument was given to subsamples taken from a larger pool of high-school and college adolescent respondents, yielding 458 questionnaires (231 females, 227 males). Multiple regression was utilized to examine the relative influence of these adolescent variables on the differing parental power dimensions for each parent. Adolescents' sex and religiosity were found to be the most important determinant variables. Female adolescents consistently perceived the mother as having more power than did male adolescents, with both sexes viewing power of the father similarly. Consequently, females saw the parental power structure as more equalitarian than did males. Religiosity, used as an indicator of traditionalism, was consistently fouqd to be positively associated with parental power perceptions for both sexes, with the exception of parents' outcome-control power. (Author/SS)

ED 184 731 PS 011 390

Nicolich, Lorraine McCune And Others

Mental Representation and Early Language Development: Directions for Exploring Relationships. Souvenir of Conversation Hour.

Pub Date-Mar 79

Note-11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979).

Pub Type- Collected Works - General (020) - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstracts, *Cognitive Development, Cognitive Processes, *Communication Skills, Developmental Stages, Downs Syndrome, *Language Acquisition, *Perceptual Motor Coordination, *Symbolic Learning, *Young Children

Identifiers-Piagetian Theory, *Representational Thinking

This collection of conference abstracts focuses on new directions for research on mental representation and early language development. One page summaries are provided on the following topics: Mental Representation and Initial Language Learning, by Lorraine M. Nicolich; Critical Issues in Language and Cognitive Development, by Roberta Corrigan; Relationships Between Early Language and Other Symbolic Skills in Young Down's Syndrome Children, by Patricia M. Hill; Communicative and Sensorimotor Development in Down's Syndrome Children, by Carol Greenwald and Laurence B. Leonard; Sensorimotor Development and Pre-Linguistic Communication, by K. F. Steckol and L. B. Leonard; Contextual Support: A Perspective on the Development of Language and Action, by Lorraine Rocissano; and a statement on measures of representation by Kurt W. Fischer. (SS)

RC

ED 184 767 RC 011 946

Chabran, Richard
Hispanic Bibliographic Projects: A Survey.
National Chicano Research Network, Ann Arbor, Mich.
Pub Date-8 Jug 79
Note-98p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bibliographies, *Consortia, *Data Bases, Ethnic Studies, *Hispanic Americans, Indexes, Information Sources, *Libraries, Library Materials, Library Role, Library Services, *Library Surveys, Research Tools
Identifiers-Hispanic Bibliography Info Storage Retrieval Proj

Thirty-four Hispanic bibliographic projects were surveyed to determine possible members of a consortium that could establish a Hispanic data base. Sixty-five percent of the projects focus on Hispanics in the United States (primary'' projects), thus filling a need not met by traditional bibliographic institutions. Most have professional and non-professional bilingual staff and generally provide a wide range of services for local Hispanics and some researchers. Collections, either general or specific, include monographs, dissertations, periodicals, and government documents, usually catalogued by the Library of Congress system. Materials are accessed physically or by circulation, interlibrary loan, or reference services. Usually associated with institutions of higher learning, the projects receive state funds. Facilities and equipment are often inadequate. None of the projects has complete Hispanic resources nor comprehensive bibliographic indexes for its collection. A Consortium of Hispanic Projects is needed to establish a comprehensive bibliographic tool to maximize access to the materials collected by the projects and by other relevant data bases. Consortium membership criteria include: primary project status; one professional staff member; a catalogued collection of at least 2,000 items in a set location; and a willingness to support the consortium. Specific projects are recommended for membership. (SB)

ED 184 310 FL 010 981

Cyr, Marguerite

Memoires d'une famille acadienne de Van Buren, Maine (Memoirs of an Acadian Family of Van Buren, Maine).

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-271p.; Some pages may not reproduce well. Prepared through the St. John Valley Bilingual Education Program, Madawaska, ME.

Language-French

Pub Type- Historical Materials (060) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Bilingual Education, Books, *Chronicles, Cultural Awareness, *Cultural Background, Culture, *Ethnic Groups, Ethnicity, Ethnic Studies, Folk Culture, *French, History, Legends, Poetry, Proverbs, Reading Materials, Religious Cultural Groups, *Sociocultural Patterns

Identifiers-*Franco Americans, *Maine (Madawaska), Project VIBE

These memoirs of an Acadian family present aspects of the cultural history of the Acadians in the St. John River Valley in Maine. The six chapters deal with the following topics: (1) a brief history of the land and the people; (2) the chronicles of a large Acadian family from the time of the arrival of their ancestors from France until the present; (3) the liturgical year in the parish of St. Bruno around the year 1900; (4) la cuisine,'' a collection of old family recipes; (5) a description of traditional games and amusements; and (6) a pot pourri'' of tales, customs, proverbs, songs and old remedies. The text is largely made up of personal memoirs, excerpts from diaries, original historical, legal, and ecclesiastical documents, family photographs, drawings, poems, and excerpts from Acadian and American folklore. (AMH)

ED 184 352 FL 011 156

Benseler, David P., Ed.

Teaching the Basics in the Foreign Language Classroom: Options and Strategies. Report of Central States Conference on the Teaching of Foreign Languages.

Central States Conference on the Teaching of Foreign Languages.

Pub Date-79

Note-144p.; For related documents, see FL 011 157-168. Papers presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, IL 60076 ($6.00)

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Course Descriptions, Educational Research, *Educational Trends, *Second Language Instruction, *Second Language Learning, *Teaching Methods

The following papers on essential issues in foreign language instruction are included: (1) Futurism, Basic Education, and the Foreign Language Curriculum,'' by Frank M. Grittner; (2) The Foreign Language Teacher as 'Con Artist,''' by Jean S. Hughes; (3) Motivational Factors and Student Retention in School Foreign Language Programs,'' by Pamela J. Myers; (4) Suggestive-Accelerative Learning and Teaching in Foreign Languages,'' by Kay U. Herr; (5) Screening Students for Intensive Courses: A Survey of Past and Current Practice, with Suggestions for New Programs,'' by W. Lee Nahrgang; (6) Foreign Languages for Gifted Learners,'' by Laura Brimm and others; (7) Foreign Languages and the Total Curriculum: Exploring Alternative Basics,'' by Gale Crouse and others; (8) Utilizing Class Time in Foreign Language Instruction,'' by Anne Nerenz; (9) A Realistic Look at the Function of Grammar in the Foreign Language Classroom,'' by Laura K. Heilenman; (10) Teaching Basic Reading Comprehension Skills,'' by M. Jane Greenewald; (11) Pictures and Reading Comprehension: Some Research Results,'' by Alice C. Omaggio; and (12) Translation: A Step Forward or Back?'' by Fritz H. Konig and Nile D. Vernon. (JB)

ED 184 502 IR 008 090

Lopes da Silva, Gabriela And Others

Swedish-Portuguese Cooperation in the Field of Scientific and Technical Information and Documentation. Progress Report for Phase One, 1975-1978.

Royal Inst. of Tech., Stockholm (Sweden). Library.
Report NO.-TRITA-LIB-1094
Pub Date-Jul 79
Note-37p.; For related document, see ED 152 225
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperative Programs, Documentation, Foreign Countries, Information Centers, Information Science, *Information Services, *International Educational Exchange, Online Systems, Special Libraries, Training, Union Catalogs
Identifiers-*Portugal, *Scientific and Technical Information, Sweden

This report describes the Swedish International Development Authority's (SIDA) cooperative project in Information and Documentation (I&D), an effort to introduce modern methods for information services to research and development in Portugal. SIDA's work in the following areas is examined: (1) education in information science for Portuguese information officers, (2) introduction of a computerized current awareness system in Portugal, (3) establishment of contacts with suppliers of interactive retrospective services, (4) production of a union catalog of periodicals available in Portuguese libraries, (5) establishment of contacts with international organizations and people in the field of information science, and (6) creation of a library in information science. Appendices provide a list of abbreviations used in the report as well as sample seminar agendas. (FM)

ED 184 572 IR 008 263

Layne, Elizabeth N.

Continuing Education Services. How Public Libraries Can Expand Educational Horizons for All Americans. A Background Paper for the White House Conference on Library and Information Services.

National Citizens Emergency Committee to Save Our Libraries, New York, N.Y.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.; J. M. Kaplan Fund, New York, N.Y.

Pub Date-79

Note-48p.; For related documents, see IR 008 263-266.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Adult Learning, *Adult Programs, *Adult Students, Community Information Services, *Educational Couqseling, Information Services, Library Services, *Public Libraries, Reference Services

Identifiers-*Learners Advisory Services, *White House Conference Library Info Services

This booklet, prepared as background information for the White House Conference, describes recent developments in providing learners' advisory services to adults beyond traditional school and college age. In particular, it focuses on the Woodbridge, New Jersey, Public Library, one of nine participating libraries in an Adult Independent Learner Project which provided in depth advisory and information support characterized by a close working relationship between the learner and the libraries. Training workshops for librarians stressed four major subject areas: (1) understanding the adult learner, (2) decision making and educational planning, (3) interviewing techniques, and (4) guiding the learner in the use of study materials. A principal obstacle to the success of this type program has been librarian resistance, which is being countered through special training, time, and dedication. Other more traditional programs, e.g., correspondence courses, external degree programs and proficiency examinations, are being used in many locations to reach the adult learner. The future of these services is a matter of professional assessment, adaptability, and confidence, but most of all, of priorities on the part of libraries and librarians. (RAA)

ED 184 612 JC 800 157

Arizona Community Colleges: Annual Report to the Governor, Fiscal 1978-79.

Arizona State Board of Directors for Junior Colleges, Phoenix.

Pub Date- 79

Note-96p.; Best copy available.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Capital Outlay (for Fixed Assets), *College Faculty, College Programs, *Community Colleges, Curriculum Development, *Educational Finance, *Enrollment, Enrollment Trends, Federal Aid, Financial Support, Full Time Equivalency, Majors (Students), Operating Expenses, Part Time Faculty, Personnel Data, Resource Allocation, School Districts, School District Spending, School Funds, School Personnel, State Aid, State Boards of Education, *State Surveys, Student Characteristics, Two Year Colleges, Two Year College Students, *Vocational Education

Identifiers-*Arizona

This six-part report summarizes, using over 30 graphs and charts, fiscal and enrollment data on the 13 Arizona commuqity college districts for fiscal year (FY) 1978-79. Part I identifies the members of the State Board of Directors for the Community Colleges of Arizona, presents the Board's statement of philosophy, and delineates the Board's expenditures for FY 1978-79. Part II contains a directory identifying the individual colleges within each district. Part III provides financial data, including information related to the source and disposition of funds, current operating expenditures, state aid income, and bonded indebtedness. Part IV presents enrollment data, detailing: (1) the full-time student equivalent history for each district from 1963 through 1979, (2) student demographic characteristics for Fall 1978 and Spring 1979, (3) college staffing profiles, and (4) enrollment by program area. Part V identifies the credit and non-credit vocational offerings in each district, details the allotment of federal vocational fuqds to the districts, and describes three vocational education projects completed during the fiscal year to improve cooperative education, revise the fire science education curriculum and revise the criminal justice curriculum. Part VI concludes the report with an historical overview of enrollment and fiscal trends. (JP)

ED 184 786 RC 011 970

Tall Bull, Henry Weist, Tom

The Turtle Went To War. Northern Cheyenne Folk Tales. Indian Culture Series.

Montana Council for Indian Education, Billings.
Pub Date-71
Note-30p.
Pub Type- Guides - Classroom - Learner (051) - Collected Works - General (020) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Culture, *American Indian Education, *American Indian Literature, *Childrens Literature, *Cultural Education, Elementary Education, *Folk Culture, Instructional Materials, Legends, *Reading Materials, Word Lists
Identifiers-American Indian Contributions, *Cheyenne (Tribe)

The book takes its title from the first of nine Northern Cheyenne folk tales, illustrated by Indian children in grades 2-8. The stories are: The Turtle Went to War'' about a turtle who makes war on the Indians and takes two scalps; The Cat'', explaining why cats eat first and wash later; The Frog and the Watersnake'', telling how a sly old frog saves her children from a snake; The Stolen Girl'', about how the daughter of a chief is lured away by a rat disguised as a handsome young man; The Bat'', explaining the origin of the confusion about whether a bat is a beast or a bird; The Bear and the Turtle'', telling how a turtle outsmarts a bear; The Skunk and the Jack Rabbit'', explaining why rabbits have little fat and skunks have a lot; The Hunters'', telling how five hunters with various disabilities make a catch; and The Iron Monster'', describing the first and only Cheyenne attack on a train. The stories are rated as being easy to read and have an easy'' interest level. A list of key words necessary to understand each story is included. The book is part of the Indian Culture Series of the Montana Council for Indian Education. (SB)

ED 184 832 SE 030 443

Maletsky, Evan M. And Others

A Brief Course in Mathematics for Junior High School Teachers, Part 1. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-190p.; For related document, see SE 030 444. Contains numerous light type. Best copy available.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Junior High Schools, *Mathematics Education, *Mathematics Teachers, Number Concepts, Number Systems, Secondary Education, Secondary School Mathematics, *Secondary School Teachers, Set Theory, *Teacher Education, *Textbooks

Identifiers-*School Mathematics Study Group

This is part one of a two-part School Mathematics Study Group (SMSG) textbook. The text serves as a means to prepare teachers to teach the SMSG text Mathematics for Junior High School.'' The six chapters found in part one are: (1) Sets, (2) Numeration, (3) Computation in Bases Other than Ten, (4) Mathematical Systems, (5) Introducing New Numbers, and (6) Binary Operations. (MK)

ED 184 855 SE 030 505

Kaminski, Donna M. Erickson, Edsel
The Magnitude of Sex Role Influence on Entry into Science Careers.
Pub Date-Aug 79
Note-21p.; Paper presented at the meeting of the American Sociological Association (Boston, MA, August, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Educational Research, *Females, Role Perception, *Science Careers, Science Education, Secondary Education, *Secondary School Science, *Sex Role

Presented is a study reporting the findings relevant to the amount of variation of eleventh- and twelfth-grade students in taking science courses. The findings are reported in terms of ability level (I.Q. scores), socio-economic status (father's occupation), eighth-grade academic grade-point average, and specific science grade in the eighth grade. The magnitude of the contribution of sex role in predicting eleventh- and twelfth-grade entry into science courses, alone and when combined with I.Q., and socio-economic status and achievement in eighth grade are discussed. (Author/SA)

ED 184 393 HE 012 387

McFadden, Ronald

Program Evaluation and Educational Research in Developmental Studies. A Systems Model''.

Pub Date- Mar 79
Note-30p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, College Admission, *Developmental Studies Programs, *Educationally Disadvantaged, Educational Research, *Evaluation Methods, Flow Charts, Higher Education, Models, *Program Evaluation, Remedial Programs, *Standardized Tests, State Universities, *Student Characteristics, Tables (Data), Testing
Identifiers-*University of Georgia

Flow charts, tables, and lists are used to illustrate a program evaluation model to be used in evaluating compensatory studies in higher education. Student progress is followed along an identification/selection/admission chart, incorporating program goals and student need measurement. Measures of individual and collective student progress are included, as are means of improving standardized tests. The Developmental Studies Program at the University of Georgia is used as an example. Student characteristics and performance in specific courses and exams are given. Entry and exit scores are also included. (MSE)

ED 184 412 HE 012 426

Gruson, Edward S.

Developing Institutions: Background and Policy Alternatives. Working Paper.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Dec 78

Note-81p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Black Colleges, Black Students, College Desegregation, Community Colleges, Compliance (Legal), Court Litigation, *Developing Institutions, *Educational Legislation, *Federal Aid, *Government School Relationship, Grants, Higher Education, Public Policy, State Colleges

Identifiers-Adams v Califano, *Higher Education Act Title III, *Sloan Commission Studies

Background information and policy issues regarding programs for the support of the historically black colleges are presented. The unique characteristics, qualities, and contributions of these black institutions are reviewed, and the implications of the Adams v. Califano case are discussed. Title III of the Higher Education Act of 1965 established the federal program that supports developing institutions through grants-in-aid. The Adams v. Califano decision requires compliance with desegregation legislation and stipulates that states with dual systems of higher education should enhance historically black public colleges. It is noted that for some minority students, it is not clear that a totally integrated institution is educationally the most beneficial or productive environment. Five strategies to be considered in developing programs of support for institutions are as follows: (1) continue the present Title III program; (2) intensify the focus of Title III for the support of the historically black colleges; (3) eliminate the set-aside for community and junior colleges; (4) add an endowment component to Title III; and (5) provide low income and minority student-based collegiate opportunity grants. Appended are the legislative history and funding history of the Title III program, Title III program characteristics, a listing of historically black colleges and universities that are still predominantly black, and a list of newer predominantly black colleges. (SW)

ED 184 462 HE 012 489

Dellapenna, Joseph W.

The Impacts of the Federal Government on Villanova University. A Self Study.

Villanova Univ., Pa.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-77
Note-161p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Affirmative Action, Case Studies, Church Related Colleges, Civil Rights, *Compliance (Legal), Educational Finance, Federal Aid, *Federal Legislation, *Federal Regulation, Financial Support, Government Role, *Government School Relationship, Grade Inflation, *Higher Education, Inflation (Economics), Institutional Research, Labor Legislation, Research Projects, Self Evaluation (Groups), Student Rights
Identifiers-*Sloan Commission Studies, *Villanova University PA

Results of a self-study conducted by Villanova University, Pennsylvania, on the impact of government legislation and regulations are described. A committee studied the issues and sought the opinions of faculty, administrators, and students. Financial impacts of governmental programs and effects of affirmative action and student rights programs/requirements were assessed. The impact of government policies on research at the university, although involving only a few departments, was evaluated. Other governmental policies that affect the university, including federal reporting requirements, national labor policy, and state coordination were considered, as were grade inflation and economic inflation, which are affected by governmental policies. It was found that the student body has grown somewhat larger because of the availability of financial aid, but has remained almost wholly white and middle-to-upper class. Of the university components, the financial aid office has been the most affected by governmental policies. It is suggested that the failure of federal programs to have a significant impact on the university is because the regulations came some time after major changes in the society as a whole. It is felt that federal programs are often, and often needlessly, confusing and contradictory, and occasionally irrelevant, and that state programs often only compound the difficulties; there are too many agencies with no central coordination of their activities. Enclosures and appended materials include sample surveys, affirmative action application response sheet, and a waiver of access form from the health professional school. (SW)

ED 184 631 JC 800 186

Phair, Tom S.

A Study by Subject and Reasons Why Full-Time Certificated Staff and Faculty Separated from Employment in the Public Community Colleges of California from 1978 to October 1979.

California Univ., Berkeley.

Spons Agency-Bay Area School Personnel Assoc. Calif.; California Community and Junior Coll. Association, Sacramento.; California Educational Placement Association.; Phi Delta Kappa, Berkeley, Calif.

Pub Date-79

Note-10p.; Research prepared at the Career Planning and Placement Center.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators, College Faculty, *Commuqity Colleges, Departments, Employment Practices, Faculty Mobility, *Full Time Faculty, Intellectual Disciplines, *Personnel Policy, *Reduction in Force, *Retirement, Retrenchment, Teacher Morale, Teacher Retirement, Teaching Conditions, Two Year Colleges

Identifiers-*California, *Proposition 13 (California 1978)

Using personnel data from 106 California community colleges (CCC) and through interviews with officials of 25 representative community college districts, a study was conducted to determine: (1) the total number of certified full-time staff and faculty who separated from employment after the passage of Proposition 13; (2) the subject fields or staff positions in which these persons worked; and (3) their reasons for leaving. Selected findings indicate that 1,514 (11.85%) of CCC's full-time staff and faculty separated from employment between June 1978 and October 1979 and that personnel in administration, language arts, and nursing were affected the most. The most common reasons for separation were early retirement with benefits, acceptance of employment in business and industry, and retirement at age 65 or older. Of special interest is the fact that the number of personnel retiring at age 65 (N 227) is exactly the same as the 1978-79 projected estimate determined in a pre-Proposition 13 study of CCC faculty and staff. Additional findings, however, indicate that while Proposition 13 may not have had a substantial effect on retirement, it has resulted in a reluctance on the part of community colleges to hire replacements for those persons separating after its passage. The study report includes data tables which group the 1,514 separations by field and by 18 different reasons for leaving. (JP)

ED 184 709 PS 011 351

Gross, Rosalind L. White, Harry E.

Identification of Selected Child-Resistant Closures (Continuous Thread, Lug-Bayonet, and Snap Closures).

Consumer Product Safety Commission, Washington, D.C.

Pub Date-Aug 78

Note-50p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-011-00194-5, $2.30)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Children, Consumer Science, *Merchandise Information, *Safety

Identifiers-*Child Resistant Packaging

This publication describes a selected group of child-resistant closures used in packaging five categories of medicine and household products. The material in the document was collected to train survey personnel to identify closures for a planned household study of the effectiveness of child-resistant packaging. The 39 closures described are of three types: continuous threaded, lug-bayonet, and snap. Product manufacturers, brand names and ASTM subcategories are listed. Photographs of closures accompany most descriptions. (Author/RH)

ED 184 750 RC 011 926

Arellano, Anselmo F., Ed.

La Tierra Amarilla: The People of the Chama Valley.

Chama Valley Independent Schools, Tierra Amarilla, N. Mex.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-Sep 78
Note-167p.
Language-English; Spanish
Pub Type- Historical Materials (060) - Translations (170)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Area Studies, Citizen Participation, *Cultural Awareness, Cultural Background, *Folk Culture, *Hispanic American Culture, Idioms, Land Settlement, *Language Maintenance, Linguistic Borrowing, Local History, Mexican American History, Older Adults, Poetry, Proverbs, Short Stories, Social History, Spanish, *Student Projects, Student Research
Identifiers-Chicanos, Cultural Contributions, Ethnic Heritage Studies Program Act, *New Mexico (Rio Arriba County)

The 1977-1978 ethnic heritage project of the Chama Valley (New Mexico) Public Schools involved teachers and students in a search for and recognition of the contributions of Indo-Hispanos of the area to the history of New Mexico and the culture and society of America. The resulting collection of historical, cultural, and folklore materials presents a picture of the people of the Chama Valley, or La Tierra Amarilla, one of the last frontiers of Hispanic settlement in New Mexico. The book includes poems and songs in Spanish and English; anecdotes and short stories; photo essays; a history of New Mexican Spanish; local Spanish language idioms and proverbs; folklore; interviews; sketches of historical figures; and a history of the area in both English and Spanish. (SB)

ED 184 333 FL 011 125

Skutnabb-Kangas, Tove Toukomaa, Pertti

Semilingualism and Middle Class Bias: A Reply to Cora Brent-Palmer. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-Oct 79

Note-16p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S1V6

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Bilingualism, Bilingual Students, Elementary Education, Finnish, Immersion Programs, Immigrants, *Language Acquisition, *Language of Instruction, Language Planning, Language Proficiency, *Second Language Learning, *Social Class, Socioeconomic Influences, Swedish

Identifiers-*Semilingualism

Immigrant education and Language Shelter programs for Finnish speakers living in Sweden are discussed in answer to Cora Brent-Palmer's criticism that a middle class bias exists in the Swedish educational system. She claims that the system operates against the academic opportunities and employment success of Finnish immigrants. However, it is argued that Language Shelter programs have as their goals assimilation of the second language speakers and the elimination of semilingualism. In these programs, instruction is mainly in Finnish with Swedish as a Second Language (SSE) from grade 3 on. Thus, instruction in Finnish to Finish speakers promotes linguistic competence in the first language (L1) while SSE leads to proficiency in Swedish. A large-scale longitudinal study proves: (1) that Finnish immigrant children at the end of grade 6 after a Language Shelter program do just as well as Finnish children in Finland on all language tests; (2) that they do just as well as Swedish children in tests of listening and reading comprehension and oral production in Swedish; and (3) that they write in Swedish almost at grade level, with some minor difficulties in spelling and punctuation. Their school achievement in academic subjects is also at grade level. (PMJ)

ED 184 374 FL 011 255

Debose, Charles E.
The Status of Native Speaker Intuitions in a Polylectal Grammar.
Pub Date-Feb 77
Note-11p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).
Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Dialects, Descriptive Linguistics, *Diglossia, *Grammar, Language Usage, *Linguistic Competence, *Linguistic Performance, *Native Speakers, Social Dialects, Sociolinguistics

A study of one speaker's intuitions about and performance in Black English is presented with relation to Saussure's langue-parole'' dichotomy. Native speakers of a language have intuitions about the static synchronic entities although the data of their speaking is variable and panchronic. These entities are in a diglossic relationship to each other. There exist a basilect (concentration of stigmatized forms), an acrolect (the maximum occurrence of prestige variants), and the mesolect (the actual performance). To test this hyposthesis, an intuitive sketch of basilectal Black English syntax is first drawn in traditional linguistic terms. Where discrepancies exist between this synchronic entity and the same person's performance, they are due to avoidance strategies through which some black speakers of English attempt to avoid the stigma attached to certain basilectal forms by replacing them with what their notion of the correct form is. These strategies are represented in the grammar as standardization rules. These rules apply to the output of the basilectal rules in direct proportion to the amount of attention the speaker is paying to his speech. (PMJ)

ED 184 446 HE 012 471

Gruson, Edward S.

State Regulation of Higher Education in a Period of Decline.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Apr 79

Note-106p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Certification, College Role, Declining Enrollment, Educational Finance, Educational Quality, Efficiency, Governing Boards, *Government School Relationship, *Higher Education, Mathematical Formulas, Private Colleges, *Public Education, *Retrenchment, State Aid, *State Boards of Education, State Colleges, *Statewide Planning

Identifiers-Formula Funding, *Sloan Commission Studies

The 50 states are responsible for public systems of higher education, and accommodate 80 percent of the total enrollment. With growth and large expenditures of state funds in recent years came increasing regulation of higher education. In many instances institutional autonomy has been threatened by state action. Six recommendations are made for the public sector to adapt appropriately and efficiently to enrollment declines: (1) states should use a consolidated governing board combined with institutional boards to focus responsibility; (2) public research universities must be maintained, uqdiluted, as the foremost institutions in the public sector; (3) a funding formula consisting of a base grant plus a grant per full-time equivalent student, rather than being tied to enrollment, would offer institutions a chance to maintain quality while clarifying their missions in the public system; (4) the licensing function for both private and public institutions should rest in the state higher education agency; (5) institutions must be willing and capable of adopting improved management techniques to maximize returns from the public funds available; and (6) a peer review system for monitoring educational quality should be used rather than monitoring by state agencies. (Author/MSE)

ED 184 482 HE 012 531

Garten, Edward D. Olday, David B.
Grade Inflation: Magnitude, Causes, and Consequences.
Pub Date-80
Note-12p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, *College Students, Educational History, *Grade Inflation, *Grade Point Average, Higher Education, Political Influences, *Social Change

The extent of grade inflation at the college level, possible causes of the phenomenon, and its potential consequences for colleges and universities and the individual student are discussed. Grade inflation since 1965 has been attributed to the following possible causes: grade point averages (GPA) have increased because of real changes in high school and college student achievement; there have been demographic and institutional policy changes that could have affected GPA's independent of changes in grading standards; prior to 1965 university and college faculties were largely unresponsive with respect to their grading practices to the increasing competency of the student body; and significant social, political, and institutional changes have occurred in the United States during the period of grade inflation. A study conducted by Birnbaum (1977) to test the first two general explanations of grade inflation is described. It is suggested that the most plausible explanation is the one which posits that significant societal and institutional change has resulted in an erosion of traditional grading standards. It is suggested that grade inflation may have resulted from leniency in grading during the Vietnam war period, when college students in good academic standing were able to obtain draft deferments. Additionally, the Civil Rights Movement and the influx of academically unprepared minority students into colleges that lacked resources for remedial programs may have been a contributing cause of grade inflation. (SW)

ED 184 550 IR 008 231

Reeves, Pamela

Library Services for Nontraditional Students. Final Report.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Sep 79

Grant-G007801811

Note-72p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Libraries, Individualized Instruction, Information Needs, *Library Instruction, Library Services, *Library Skills, *Library Surveys, *Needs Assessment, *Nontraditional Students, Questionnaires, Statistical Analysis

A research/evaluation project was conducted to assess library needs, use, and services for nontraditional students, and construct an experimental library skills course. A survey of every tenth student assessed their needs for library services and facilities in relation to 17 personal factors, using the chi-square test to establish relationships. A new credit-bearing library skills course was developed with emphasis on individualized instrucion, and special efforts were made to recruit students who were starting or resuming college after several years out of school. Thirty-seven students completed the library skills course; over half of this group had had some interruptions in education. Data from a pretest and posttest and from other courses taken concurrently by this group were analyzed by t-test, multiple regression, and one-way analysis of covariance. Analyses showed that the students who took the course improved their library skills substantially, that interrupted students did not differ significantly from others in success with the course, and that taking the course did not significantly affect success in other courses taken concurrently. The library needs survey, a breakdown of responses, correlations between personal factors, the pretest, the posttest, and the course evaluation are appended. (Author/SW)

ED 184 649 JC 800 217

Vaughan, George B. Ross, Robert A.

Works Having a Significant Impact on the Development of the Community College in America.

Pub Date- 78
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Presidents, *Community Colleges, Educational Innovation, Educational Principles, Educational Theories, *Leaders, *Literature Reviews, National Surveys, Professors, *Publications, Teacher Educators, Two Year Colleges
Identifiers-*Literature Surveys

A study was conducted to determine: (1) whether there is a recognized body of literature dealing with the development of American community colleges, and (2) what relationship exists between those who authored the works in this body of literature and those who are recognized as leaders of the community college movement. A selected group of community college presidents, instructors, and journal editors were asked to rank order the books and articles they felt were significant to the field. The top 15 works were then listed on a second questionnaire that was sent to 874 community college presidents and 63 university professors. They were requested to rank order the ten works which they felt had had the greatest impact. Space was provided to add works that were not on the list. The authors of the works that were considered significant by both surveyed groups were sought on lists of community college leaders that were the results of previous studies. Study results, based on responses from 166 presidents and 46 professors, revealed that 12 of the 15 works obtained a median rating of tenth place or higher; none of the 52 titles that had been written in received a sufficient number of high rankings to be included in the top ten works. Only three of the 12 most highly rated works were by authors not included in a list of community college leaders. The report lists all works investigated and compares the responses of both survey groups. (JP)

ED 184 669 PS 011 285

Dermy, Janet M.

Nursery Annexes and Parent Involvement in Hillfields, Coventry, England.

Pub Date-Nov 79

Note-12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 8-11, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disadvantaged, Foreign Countries, *Innovation, Minority Groups, *Paraprofessional School Personnel, Parent Education, *Parent Participation, Parent School Relationship, Preschool Education, *Program Implementation, Training

Identifiers-*England (Coventry)

This paper tells the story of the implementation of the first inner city Community Education Project in the disadvantaged Hillfields area of Coventry, England. The population of the ghetto-like'' Hillfields, numbering 20,000, was made up largely of families from Asia with small groups from the West Indies, Ireland and Europe. A survey revealed that whereas there was only one preschool facility in the area, there were as many preschool-aged children (0-4.5 years) in the Hillfields area as there were children aged 5-16. An informal training program emphasizing hands on'' experiences was established to train mothers as paraprofessionals to staff planned annexes in the area to supplement the Nursery. Trained paraprofessionals were given supervised practice in a mobile preschool annex, a standard English double-decker bus which had been converted into a classroom and equipped with toys, picture books, sand and water trays, curtains and a toilet. When a need for a preschool became apparent at a location, suitable premises were sought and the bus moved on. Parents were encouraged to stay with their children at the preschools and many activities for parents, such as adult education classes, a fathers' group, telephone networks, and cultural awareness programs, were established. Compared with 1971, six times as many children now receive a half-time place in nursery school. (Author/RH)

ED 184 768 RC 011 947

Chabran, Richard Duran, D.

Hispanic Bibliography and Information Storage and Retrieval Project Report.

National Chicano Research Network, Ann Arbor, Mich.

Pub Date-15 Jan 79

Note-19p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bibliographies, *Consortia, *Cooperative Planning, *Data Bases, *Hispanic Americans, Indexing, *Information Retrieval, Information Storage, Institutional Cooperation, Library Collections, Online Systems, Research Tools, Search Strategies, Thesauri

Identifiers-*Hispanic Bibliography Info Storage Retrieval Proj

Sixteen Hispanics representing various academic, library, and related professional research fields met November 30 and December 1, 1978, to determine if sufficient need and interest existed to warrant the formation of a consortium to develop a comprehensive system for accessing Hispanic materials. Major issues addressed by the conference included: inconsistent terminology used to identify Hispanics; incomplete data bases; variable and often prohibitive costs of accessing data bases; identification and profile of relevant data bases; and hardware and software selection. The most significant consensus reached by participants concerned the need for an exploratory study for six months to pursue the consortium concept. Conferees agreed that the pilot study should be conducted to explore current methods used for handling different types of materials and to determine the full range of potential users. They agreed that both English and Spanish language materials should be included in a national data base and that access to materials should be made in a bilingual format. (SB)

ED 184 806 SE 022 737

Meyer, Rex
Science Curricula in Australia: A National View.
Macquarie Univ., North Ryde (Australia).
Pub Date-May 77
Note-35p.; Theme address to Conasta XXVI, The Annual Conference of the Australian Science Teachers Association (Sydney, Australia, May 9, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Design, *Curriculum Development, Curriculum Evaluation, *Educational Change, Educational Research, Educational Trends, *Science Curriculum, *Science Education, Surveys

This address presents the results of a nationwide survey of science educators throughout Australia, including teachers, curriculum workers, and teacher educators. These educators were asked to comment on three categories related to science education: (1) past trends, (2) aims, and (3) future trends. Results of the past trends questions indicate a shift of emphasis from recall of factual knowledge to a recognition that subject matter may be a vehicle for achieving broader objectives involving understandings, attitudes, and skills. Also, a greater understanding and use of objectives in the development of curricula, teaching sequences, and resources is suggested. Other trends include increased professionalism, movement away from centrally determined curricula and movement towards integrated science curricula. Significant aims identified in the survey include skill development, attitude development, and scientific literacy. Future trends emphasize optimism about the future, a more humanistic approach, and an increased role of values in the curriculum. The author presents the results and leaves the choice for the future to the educators. (MA)

ED 184 856 SE 030 507

Energy Education Materials Bibliography - Update.
Minnesota State Energy Agency, St. Paul.
Pub Date-Oct 79
Note-35p.; For related document, see ED 162 900.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activities, Activity Units, *Annotated Bibliographies, Curriculum Development, *Elementary Secondary Education, *Energy, Environmental Education, Evaluation Criteria, *Instructional Materials, Interdisciplinary Approach, Teaching Guides
Identifiers-*Energy Education

Presented is an updated version of a previous bibliography prepared by the Minnesota State Energy Agency. The materials included in this document are indexed according to grade level and according to whether they are background materials or classroom activities. Each of the items listed were evaluated and included into either the A'' list or the B'' list. The A'' list contains activities and background materials that were judged to be somewhat better by virtue of: (1) content included; (2) activities; (3) ease of use; (4) background materials; and/or (5) reference provided. The B'' list contains activities and background materials which cover a wider range of subjects and approaches and may be used as the core of or as supplements to energy units. In addition to the usual bibliographic information such as title, author, publisher/source, other information included is: (1) suggested grade levels; (2) suggested subject areas; (3) media type; (4) cost and date issued; (5) types of activities; (6) energy topics; (7) approaches; (8) student outcomes; (9) what teacher background is assumed; and (10) general comments. Also indicated is whether materials are designed for use by students, teachers or both. (MR)

ED 184 429 HE 012 445

Hauptman, Arthur

Student Grant Assistance in New York.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Oct 78

Note-32p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-42, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Students, Educational Finance, Federal Aid, Government School Relationship, Higher Education, Need Analysis (Student Financial Aid), *Scholarships, *State Aid, State Federal Aid, State Programs, *Student Financial Aid, *Student Loan Programs, *Tuition Grants

Identifiers-Basic Educational Opportunity Grant Program, *New York, *Sloan Commission Studies, State Student Incentive Grant Program, Tuition Assistance Program

Student grant assistance in New York is examined from the perspectives of its evolution and growth and the state's response to the federal Basic Grants program. It is claimed that the Scholar Incentive and Regents awards represented a large share of the expenditures that all states devoted to need-based student aid. The federal government used the New York student loan program, established in 1958, as a model for its own Guaranteed Student Loan program. The Scholar Incentive awards were replaced with the more generous Tuition Assistance Program (TAP) beginning in 1974-75. TAP increased the maximum award, from $600 uqder Scholar Incentive to $1500. Also, lower division undergraduates became eligible to receive TAP awards equalling full tuition charges, eliminating the Scholar Incentive $200 self-help provision for these students. TAP awards were increased in both public and private sectors, but students in private colleges and universities received the biggest hike. The legislation authorizing TAP also eliminated an income test for the receipt of a Regents award and reduced those scholarships to a flat $250. Further, students could no longer qualify for both a TAP and a Regents award. The contribution of the federal State Student Incentive Grant program and the Basic Educational Opportunity Grant program to student aid in the state are considered. New York's efforts to coordinate eligibility criteria, aid administration, award adjustment, and alternatives for coordinating TAP with Basic Grants are discussed. (SW)

ED 184 526 IR 008 192

Ross, Rhonda P.

A Part of Our Environment Left Unexplored by Environmental Designers: Television.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date-Jun 79

Note-20p.; Paper presented at the Annual Meeting of the Environmental Design Research Association (10th, Buffalo, NY, June 1979). For a related document, see IR 008 185.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, Childrens Television, Commercial Television, *Environmental Influences, Programing (Broadcast), *Television Research, *Television Viewing

Research studies on the influence of the viewing environment on children's attention to television and the amount of television viewed are reviewed, as well as control of television viewing through environmental design and what is known about the kinds of environments depicted on television. How television can influence the development of our environmental preference and behavior-environment congruence is also explored. (Author/CMV)

ED 184 593 JC 790 340

Lord, Judith A.

A Survey of the Student Opinion at Everett Community College Regarding the Student's Role in College Governance.

Pub Date-25 Jan 78
Note-104p.; Ed. D. Practicum, Nova University
Pub Type- Dissertations/Theses - Practicum Papers (043) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Administration, *Community Colleges, *Governance, Liberal Arts, Part Time Students, Questionnaires, School Surveys, *Student Attitudes, Student Characteristics, Student Government, Student Participation, *Student Role, Two Year Colleges, Two Year College Students, Vocational Education

A two-part, in-class questionnaire was administered to 150 randomly selected Everett Community College (Washington) students in an effort to determine their attitudes toward college governance. Part I of the questionnaire asked students to indicate their desire for involvement in each of 30 college activities. Part II solicited information on the student's current level of involvement and on his/her perception of the usefulness of student participation in college governance. Survey participants were drawn in equal numbers from the following groups: academic, vocational, and part-time students. Summary results indicate that while students strongly desired to be involved, they had little knowledge of their student body or its relationship to college governance, and were uqwilling to participate in the committees currently available. The students did not ask for total control in any area, but wanted at least an equal voice with faculty and administration in two-thirds of the areas surveyed, including setting institutional goals, selecting the college president, and curriculum or course revision. The areas in which students did not desire participation were all faculty-oriented activities, such as determining teaching loads and class size. The survey report includes an analysis of the responses to each questionnaire item, a review of the literature on college governance, and the questionnaire. (Author/JP)

ED 184 732 RC 010 959

A Manual for the Identification and Recruitment of Resettled Migrant Families.

Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Delaware State Dept. of Public Instruction, Dover.
Pub Date-Oct 76
Note-106p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agencies, Agribusiness, Blacks, Data Collection, Definitions, Elementary Secondary Education, Ethnic Groups, Hispanic Americans, *Identification, *Information Sources, Migrant Children, Migrant Education, *Migrant Workers, Organizations (Groups), Out of School Youth, *Recruitment, *Search Strategies, Student Recruitment, Whites
Identifiers-*Delaware, *Resettled Migrants

Providing information about where and how to locate and recruit resettled migrants in the State of Delaware for the purpose of enrolling eligible children in the Migrant Student Record Transfer System, this manual provides suggested strategies and extensive information on persons and organizations who might be viable resources for the recruiter. The manual consists of four sections: (1) introduction objective, methodology, and term definitions; (2) information on agencies, areas, and persons to contact for possible identification of resettled migrants listings of primary and secondary contacts (agency names, addresses, fuqctions, and comments), agricultural-related industries, and potential resources for mobilizing program support; (3) general comments and recommendations; and (4) plan, strategies, and establishment of an information flow process suggested list of representative groups for a migrant education advisory board, a one-year plan, the Identification, Recruitment, and Information Process Manual'' (nine steps with specifics on why, how, and who), and five attached forms. The one-year plan includes a Gantt Chart and details what, who, how, when, and applicable attachments for each of 11 steps. (RS)

ED 184 833 SE 030 444

Maletsky, Evan M. And Others

A Brief Course in Mathematics for Junior High School Teachers, Part 2. Revised Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Fouqdation, Washington, D.C.

Pub Date-65

Note-211p.; For related document, see SE 030 443.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Decimal Fractions, Geometric Concepts, Junior High Schools, *Mathematics Education, *Mathematics Teachers, Number Systems, Percentage, Prime Numbers, Probability, Ratios (Mathematics), Secondary Education, Secondary School Mathematics, *Secondary School Teachers, Statistics, *Teacher Education, *Textbooks

Identifiers-*School Mathematics Study Group

This is part two of a two-part School Mathematics Study Group (SMSG) textbook. The text serves as a means to prepare teachers to teach the SMSG text Mathematics for Junior High School.'' The eight chapters found in part two are: (1) Primes and Factors; (2) Decimals, Ratios, and Percents; (3) The Real Number System; (4) Non-Metric Geometry, I; (5) Non-Metric Geometry, II; (6) Measurement; (7) Perimeters, Areas, Volumes; and (8) Descriptive Statistics and Probability. (MK)

ED 184 311 FL 010 982

Murphy, Dermot F. Candlin, Christopher N.

Engineering Lecture Discourse and Listening Comprehension. Practical Papers in English Language Education, Vol. 2.

Lancaster Univ. (England). Inst. for English Lanugage Education.
Pub Date-79
Note-82p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Body Language, Connected Discourse, *Discourse Analysis, Educational Research, *Engineering Education, English (Second Language), *English for Special Purposes, Instructional Materials, *Language Research, Languages for Special Purposes, *Lecture Method, *Listening Comprehension, Listening Skills, Nonverbal Communication, Postsecondary Education, Science Education

The interactive processes of uqiversity engineering lectures are analyzed from five points of view. Although the research is applicable to the study of lecturing in general, it is intended to have specific application to programs for students for whom English is a second language. A discourse analysis is based on models by Sinclair/Coulthard and Cook, which demonstrate the discursive nature and coherent features of lectures. An approach to textual criticism emphasizes cohesion, or the linking of elements within the test. A table of conjunctive relations is included. Kinesics is discussed in terms of role expectations and the need to coordinate the lecturing process with the environment in which the lecture is delivered. A script marked with the lecturer's gestures is included. Discourse analysis is coordinated with textual analysis to arrive at the specified structure of the lecture transaction. Finally, listening skills are examined in order to arrive at the role of speech perception in determining the commuqicative efficiency of lectures. Published listening comprehension materials are briefly reviewed. The document concludes with a discussion of note-taking, which summarizes the implications of this research for evaluating teaching methods and materials. (JB)

ED 184 353 FL 011 157

Grittner, Frank M.

Futurism, Basic Education, and the Foreign Language Curriculum.

Pub Date-79

Note-14p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Curriculum, *Educational Assessment, *Educational Planning, *Futures (of Society), *Humanistic Education, *Second Language Instruction, *Second Language Learning

Futurism in foreign language education focuses attention on the need to plan our children's curricula, not on the basis of a mechanical assessment of current needs, but with due consideration for the intellectual abilities life in the future will require. Second language learning offers a safeguard against submission to the technocratic manipulation of language which tends to foreshadow totalitarianism. In addition, it has been shown that the second language learner turns in superior performances in other academic disciplines. Nevertheless, foreign languages should be sold'' less for their practical benefit than for the satisfaction of higher emotional and psychological needs that mastery of a foreign language provides. The concept of mastery, however, is distorted in the American school system, where foreign language programs are characterized by self-congratulatoriness, low standards, and insufficient investments of time and student effort. Possible solutions to this problem emphasize public informaton efforts,

the development of new curricula, preservice and inservice teacher education, and the development of realistic evaluative techniques. (JB)

ED 184 394 HE 012 389

Wircenski, Jerry L., Ed. And Others

The Annual Pennsylvania Conference on Postsecondary Occupational Education: New Federal Legislation Emphasis and Postsecondary Vocational Education (10th).

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-Jun 79

Note-72p.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Adult Vocational Education, *Career Education, Conferences, Disabilities, Disadvantaged, *Education Work Relationship, *Employment Experience, Federal Legislation, *Federal Programs, Females, Government School Relationship, Health Conditions, Higher Education, *Postsecondary Education, Safety, Sex Stereotypes, Work Experience Programs

Identifiers-Comprehensive Employment and Training Act, Occupational Safety and Health Act 1970

Papers from the Tenth Annual Pennsylvania Conference on Postsecondary Occupational Education, which focused on new federal emphasis and postsecondary vocational education, are presented. Edited versions of discussions of the topics are also included. The following papers are included: Adults An Underdeveloped National Resource,'' by Eugene Bottoms; CETA: Its Relationship to Postsecondary Vocational Education,'' by Russell C. Paulsen; Sex Stereotyping,'' by Roslyn D. Kane; Postsecondary Vocational Education for Handicapped and Disadvantaged Populations,'' by Thomas C. Cooke; and OSHA and the Occupational Educator,'' by Ray Wahl. Notes on the conference program and contributors are appended. (SW)

ED 184 573 IR 008 264

Layne, Elizabeth N.

Neighborhood Information Service Centers. Public Library Information and Referral'' Provides Significant New Personal Service to the Individual Library User. A Background Paper for the White House Conference on Library and Information Services.

National Citizens Emergency Committee to Save Our Libraries, New York, N.Y.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.; J. M. Kaplan Fund, New York, N.Y.

Pub Date-79

Note-48p.; For related documents, see IR 008 263-266.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Information Services, *Information Centers, Information Seeking, Information Services, *Library Services, *Public Libraries, *Reference Services, *Referral

Identifiers-*White

This booklet, one of a series of background papers for the White House Conference, presents information and referral services as one of the ways libraries are developing programs to discharge their responsibilities to the public they serve. It details the determination of a woman librarian in Detroit to develop the first comprehensive I&R service ever to be tried in a public library. Planning involved (1) organizing a community information file, (2) structuring operating procedures, (3) establishing amicable relationships with local social services and government agencies, and (4) familiarizing the staff with the philosophy and methods of I&R service. The paper moves on past the Detroit experience to Memphis and then to Houston each city's program different from the others. It also discusses some of the much narrower information programs aimed at particular community groups in need of specialized assistance and presents the information needs of rural areas and remote wilderness regions which can only be served by mobile book vans. Particular attention is given to the requirements of the elderly. Technology and how it can be effectively used to extend the scope of information and referral services is discussed at length. (Author/RAA)

Collected Papers (Inter-Institutional Seminar in Childhood Education, 7th, Ogden, Utah, August, 1978)

Weber State Coll., Ogden, Utah.

Pub Date-78

Note-120p.; For Collected Papers of 1979 Seminar, see PS 011 330.

Available from-Utah Inter-Institutional Seminar in Childhood Education, c/o Ruth C. Gardner, Box 1302, Weber State College, Ogden, UT 84408 ($3.00)

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Early Childhood Education, Educational Games, *Elementary Education, Empathy, Learning Centers (Classroom), Play Therapy, Screening Tests, Self Concept, Special Education, Spelling, *Teacher Education, *Teacher Influence, *Teacher Role, *Teaching Methods

This collection of papers on childhood education covers a variety of topics. These include: how to reinforce basic skills with math games; the role of teachers as change agents; incorporating learning centers into the elementary curriculum; the effectiveness of training for empathy in preservice teacher education; responsibilities and needs assessment of teachers in complying with PL 94-142; The Education for All Handicapped Children Act of 1975; preschool screening as a means of predicting later reading achievement; concept teaching strategies in the elementary school, group play therapy; invented spelling as a transition to reading; the influence of the cooperating teacher on the student teacher; the role of the teacher in fostering the child's self-concept; and the teacher as counselor/helper. (SS)

ED 184 710   PS 011 352

Rutherford, George W., Jr.
HIA Hazard Analysis: Injuries Associated with Public Playground Equipment.
Consumer Product Safety Commission, Washington, D.C.
Pub Date-Aug 79
Note-61p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-001-00223-2, $3.50).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accident Prevention, Accidents, *Design Requirements, *Equipment Evaluation, Equipment Standards, *Injuries, National Surveys, *Playgrounds, Risk, *Safety, Tables (Data)

This report provides an overview of public playgrouqd equipment injuries, identifies risks associated with different types of equipment and surfaces, and examines the possible effects of approaches to reducing these injuries. Findings include the following: (1) falls are the most common type of playground equipment accident, (2) the proportion of all injuries which involved each of the major types of playground equipment (swings, slides, climbers, etc.) is roughly equivalent to the proportion of all playground equipment represented by each major type, (3) falls to paved surfaces account for a disproportionately high number of injuries and severe injuries relative to the amount of paved surfacing in use, (4) about five percent of total accidents involve either malfunctioning or broken equipment, (5) equipment modifications might have reduced injuries by 55,000 in a one year period, and (6) equipment spacing and playground layout and design may account for as many as 8,300 injuries. In this study, analyses by hazard pattern and by type of equipment were conducted. Study results for location, equipment condition and material as well as deaths related to public playground equipment are reported. Data tables, an analysis of technical requirements submitted by the National Bureau of Standards,

study methodology, and a list of 293 special study cases are appended. (Author/RH)

ED 184 787 RC 011 971

Gingras, Louie

Growing Up Indian: Stories from the Life of Louie Gingras, an 82 Year Old Kootenai Indian. Indian Culture Series.

Montana Council for Indian Education, Billings.
Pub Date-75
Note-29p.; Stories told to Jo Rainbolt by Louie Gingras.
Pub Type- Guides - Classroom - Learner (051) - Collected Works - General (020) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Education, *American Indian Literature, *Childrens Literature, Cultural Background, Cultural Education, Elementary Education, Folk Culture, Instructional Materials, *Life Style, Oral History, *Reading Materials, United States History
Identifiers-American Indian Contributions, Gingras (Louie), *Kootenai (Tribe)

Eleven short stories from the life of Louie Gingras, an 82-year-old Kootenai Indian, illustrate many aspects of Indian culture. Accompanied by black and white drawings, ths stories describe daily life, mission schools, the Carlisle Indian School, Indian medicine, discipline for children, spiritual powers, beliefs, and several ceremonies. The book is part of the Indian Culture Series of the Montana Council for Indian Education. (SB)

ED 184 503 IR 008 091

Jackson, Eugene B.

Three Grandes Dames'' or Dayton, Ohio, as a Well-Spring of Women Special Librarians.

Pub Date-Jul 78
Note-21p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Females, History, *Librarians, Local History, Research Libraries, *Special Libraries
Identifiers-*Ohio

This historical consideration of the role of women librarians in three Dayton special libraries centers on three figures: (1) Caroline W. Lutz, librarian of the General Motors Research Corporation from 1922 to 1956; (2) Hope Thomas, head librarian of the United States Air Force McCook Field Library in the mid-1940's; and (31 Emma Wedenbine, librarian of the National Cash Register Company Library from 1934 to 1964. Their careers are outlined and compared, and some historical background on their respective institutions is given. Sources for the chronology and an epilogue on historical research methodology are provided. (FM)

ED 184 375 FL 011 256

Downing, Pamela A.

On Basic Levels'' and the Categorization of Objects in English Discourse.

Pub Date-Feb 77

Note-14p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977).

Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Classification, *Discourse Analysis, Discrimination Learning, Language Patterns, *Language Usage, *Perception, Pragmatics, Speech Communication, *Vocabulary Development

The factors which influence a speaker's decision to use one categorization for an object as opposed to others that are available are analyzed. The categories that are most used in speech are basic level categories established at the most abstract level at which the category members: (1) share a number of physical and fuqctional attributes, (2) elicit a consistent motor pattern from human interacting with them, and (3) exhibit a similar, easily recognizable shape. Data obtained from free speech samples correlate with that obtained from a controlled linguistic environment experiment and substantiate the hypothesis. When superordinate rather than basic level categorization is used, it is usually due to the need to refer to groups of individuals, the effects of generalization in memory, or the need to refer to objects of poor basic level codability. Where distinct differences cannot be drawn among the superordinate, basic level, and subordinate lexical choices, other classificatory parameters must be considered. Contextual factors are important in determining lexical choice for the categorizations used and must be adapted to the exigencies of the speech situation. (PMJ)

ED 184 413 HE 012 427

Bowker, Albert H. Morgan, Patrick M.

The University of California, Berkeley, and the Government. An Institutional Self Study.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-19 Sep 77

Note-378p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Best copy available.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Accessibility (for Disabled), Access to Education, Case Studies, College Students, *Compliance (Legal), Disabilities, Educational Finance, Educational History, Educational Research, Federal Aid, Federal Government, *Federal Regulation, Foreign Students, *Government School Relationship, *Higher Education, Institutional Characteristics, Program Budgeting, Recordkeeping, *Self Evaluation (Groups), Student Financial Aid

Identifiers-*Sloan Commission Studies, *University of California Berkeley

The relationship between the University of California at Berkeley and the government is examined. Interviews with over 150 people on campus, ranging from leading administrators to a sample of faculty researchers to section heads in departments such as Personnel and Purchasing, as well as written reports by numerous offices supplied the data of this report. Data include: copies of applicable laws and regulations; manuals on laws and regulations produced by government and the university; relevant files on correspondence, plans, and documents; and various campus reports. Information is focused on: () direct cost of federal regulations; (2) direct burdens of federal regulations; (3) indirect or secondary effects of regulations; (4) constraints on research or services; and (5) benefits of regulation. Chapters examine foreigners, research, disadvantaged groups, financial aid, privacy and campus records, and environmental and safety regulations. Tables provide statistical data on such areas as federal expenditures, research awards, and campus costs. It is suggested that although federal government's involvement is beneficial in many ways, a distance should be kept between education and government to protect against over-regulation. Higher education is urged to lobby more for its causes, keep campuses in compliance with federal law, and be consistent in goals and values in order to put its relationhip with the government in proper perspective. (LC)

ED 184 447 HE 012 472

Levine, David O.

The Condition of Women in Higher Education: A Decade of Progress, an Uncertain Future. Background Paper.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Jan 79

Note-80p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Rank (Professional), Access to Education, *Affirmative Action, *College Faculty, *College Students, Doctoral Degrees, Employment Opportunities, Enrollment Trends, *Females, Graduate Students, Higher Education, *Minority Groups, Racial Discrimination, Sex Discrimination, *Teaching (Occupation), Trend Analysis, Undergraduate Students

Identifiers-*Sloan Commission Studies

Information on the participation of women and minorities in all fields and at most levels in American colleges and universities is presented, the condition of these underrepresented groups in the academic profession is examined, and future trends for the profession are projected. Enrollment data by type of institution, level of study, and various fields of study are presented for a number of decades, and in some cases from 1920-77. The number of doctorate degrees granted to women from 1973-76 by the 99 leading institutions is indicated. Appended materials provide a more detailed analysis of the availability of recent doctorate recipients with a detailed listing of subfields. Data indicate that since 1965, the number of women baccalaureates produced in an academic year has nearly doubled, and the proportion of women awarded doctorates has doubled in the past decade. Minority students are underrepresented in universities and professional programs: over 50 percent of all black college students attended a two-year college in 1976. Women are underrepresented in the academic labor pool, and minorities are even less represented. Areas of employment entered by 1960-74 Ph.D's for men and women by field of doctorate are designated. Data on the sex and ethnic composition of American faculty, by rank, are presented. Findings indicate that the professoriate, particularly at the higher ranks, remains overwhelmingly white and male. It is concluded that affirmative action efforts will face difficulties in the future because of increasing retrenchment. (SW)

ED 184 527 IR 008 196

Rice, Mabel
Television as a Medium of Verbal Communication.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Sep 79
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, September 1979). The research was also supported by Biomedical Sciences.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Television, Cognitive Processes, Language Patterns, Pilot Projects, Psychological Studies, Speeches, *Television Research, *Verbal Communication

This paper describes a study on the nature of the linguistic information presented in children's television programs which was conducted to compare the verbal communication features of different types of programs, determine whether there were adjustments of linguistic information that would facilitate young children's linguistic processing, and compare the patterns of linguistic features with those of nonlinguistic production features within the same shows. Results indicate that a better idea of the complexity of the message and the nature of the psychological processes involved in its interpretation can be obtained when linguistic features are included in the description of television messages; both the medium and the mental activity involved in understanding its linguistic message appear to be more complicated than previously thought. (CMV)

ED 184 551 IR 008 232

Gothberg, Helen M.

Feasibility Study on Institutional Library Service. Final Report.

Colorado State Library, Denver.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Jug 79

Note-256p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Institutional Libraries, *Library Collections, *Library Services, *Library Surveys, Program Evaluation, Questionnaires, State Libraries, Statistical Analysis, *Use Studies

Identifiers-Library Users

Institutional library services for staff and residents are examined for agencies within the Department of Institutions, Colorado State Library. Data about use, library and audiovisual services, user satisfaction, facilities, staff, and budget were collected through several questionnaires: an open-ended, preliminary questionnaire; institutional library and audiovisual services survey questionnaires; an institutional staff library survey. Results obtained from data analysis of user satisfaction and of quantity/quality of collections, are presented separately for staff libraries and resident libraries. Recommendations and conclusions for staff libraries and audiovisual services are discussed in terms of library collections, quality of service, budget, compliance with national standards, and user satisfaction. Problems and inadequacies are cited, following a summary discussion of some individual libraries. Findings for resident library services are presented in the format listed above for staff library services. Operational and service objectives are suggested for individual staff and resident libraries. Appended are maps showing institutions in Colorado and the questionnaires used in the study. (SW)

Vancouver Community College Market Research Task Force Report.
Vancouver Community Coll., British Columbia.
Pub Date-Jan 79
Note-127p.; For related document, see JC 800 185.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Age, College Administration, College Planning, College Role, *Community Colleges, Economic Factors, Educational Needs, Enrollment, *Enrollment Projections, Enrollment Rate, Females, *Institutional Characteristics, Labor Market, *Long Range Planning, Males, *Needs Assessment, Population Trends, *Regional Characteristics, Student Attrition, Student Characteristics, Two Year Colleges

Part of a long-range planning process for Vancouver Community College (VCC), this report describes the college's service district and its student population and provides a basis for a projection of the college's enrollment from 1981 through 1986. After introductory material identifying the role of the Market Research Task Force within VCC's planning strategy, the report discusses the history of VCC, its administrative organization, the college's mission, the role of each of its campuses in meeting the needs of its service area, and the administrative and individual need factors which determine the area's educational demand. An examination of the size and composition of the student population from 1975 through 1978 is presented and followed by a statistical analysis of the community participation rate. Economic and demographic projections for the college's service district are then presented. The report concludes with a discussion of the weaknesses in existing data sources and a list of recommendations for the college's future educational direction. Maps and data tables are provided throughout. (JP)

ED 184 632 JC 800 187

Shinto, William

A Design for Cross-Cultural Unity: A Partnership of Church and Community College. Perspectives on the Church and the Community College, Paper Number Seventeen.

United Ministries in Higher Education, Portland, Oreg.
Pub Date- 80
Note-33p.
Available from-United Ministries in Education, 848 Pittock Block,

Portland, OR 97205 ($1.50).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Church Responsibility, *Church Role, *College Role, Community Colleges, Cross Cultural Studies, Cultural Pluralism, Ethnic Groups, Ethnic Relations, *Human Relations, *Racial Attitudes, Racial Bias, Racial Differences, Racial Integration, *Racial Relations, Two Year Colleges

Although the integration movement of the 1960's and the demands for cultural pluralism in the 1970's addressed the issues of racial unity and minority civil rights, a new consciousness of cross-cultural unity among all ethnic groups must be achieved if racial tension is ever to be abated. Accordingly, cultural differences must not be viewed as the expressions of fragmented self-interest groups; rather, they should be seen as the different expressions of the common human experience as various dimensions revolving around the axis of life. To this end, political and social justice must be interpreted from the larger perspective of love and virtue; colleges must provide holistic, interdisciplinary learning; and corporations must pursue public, rather than private, goals. Socially, this movement towards unity would involve substituting communal consensus for voting and majority rule. On the personal level, each individual would recognize his or her inner traits and potentials and recognize those which are common to all humanity. Though cross-cultural unity may yet be a remote goal, the multi-cultural mix of the community college scene can provide an appropriate starting point. (JP)

ED 184 650 JC 800 221

Ayers, Claude V.

A Study to Compare the Academic Success of the General Educational Development Test Graduates and the High School Graduates at Surry Community College for the 1977-1978 Academic Year.

Pub Date-4 Apr 78
Note-21p.; Ed. D. Practicum, Nova University
Pub Type- Dissertations/Theses - Practicum Papers (043) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Community Colleges, Comparative Analysis, Dropouts, *Grade Point Average, *High School Equivalency Programs, *High School Graduates, Two Year Colleges, *Two Year College Students

A study was conducted at Surry Community College in North Carolina to determine whether there was any significant difference between the academic success of those students who had passed the General Educational Development Test (GED) and those traditional students who had graduated from a public or private high school. Study methodology involved a comparison of the college transcripts of the 37 GED students enrolled at Surry during the 1977-78 academic year with those of 37 randomly selected traditional students. Mean grade point averages (GPA's) were determined for each group and submitted to a t'' test to find out whether there was a significant difference (at the .05 level) between them. Findings indicate that GPA's for traditional students ranged from 4.00 to 1.15, while the range for GED students was 4.00 to 0.88. Though the mean GPA for traditional students was higher than that of the GED group (2.93 compared to 2.75), the difference was not significant. Recommendations are included in the study report. (JP)

ED 184 751 RC 011 927

Valencia, Atilano A., Ed.

Selected Readings in Multicultural Education. The New Mexico Highlands University Multicultural Education Series.

New Mexico Highlands Univ., Las Vegas.; New Mexico Highlands Univ., Las Vegas. Media Materials Center.

Pub Date-Mar 74

Note-40p.

Language-English; Spanish

Pub Type- Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, *Biculturalism, *Bilingual Education, Bilingual Students, Bilingual Teachers, *Cultural Education, *Cultural Pluralism, Curriculum Enrichment, Elementary School Curriculum, Folk Culture, *Mexican Americans, *Multicultural Education, Non English Speaking, Second Language Learning, Spanish Speaking

Identifiers-Chicanos, Riddles

One in a series on cultural pluralism and multicultural education, this collection of 10 brief articles focuses on bilingual education with much of the material specific to Spanish-English programs. Dennis Wilson discusses Indian self determination and the task of preserving Indian culture while solving contemporary Indian problems. Lorenzo Gonzalez contributes two articles in Spanish; one depicts the Chicano as unique representative of both Latin and Anglo culture and urges complete bilingualism; the second is a collection of folk wisdom. Three articles by Atilano Valencia discuss bilingual education models, training for bilingual teachers, and the need for school and community commitment if bilingual education programs are to be successful. Cecilio Orozco describes and critiques three bilingual program models. David Conde reviews the history of bilingual education and points out the overall failure of compensatory bilingual programs; he emphasizes the need for education that considers the socio-cultural characteristics of the students and their community. Dolores Gonzalez discusses cultural pluralism and the elementary school curriculum and describes the inservice teacher training necessary to implement an innovative bilingual-bicultural program. A children's story by Julia Sanchez tells of an Anglo boy's first visit with a Chicano family and his introduction to a new language and new customs. (JH)

ED 184 769 RC 011 948

Chabran, Richard
Thesaurus Considerations for a National Hispanic Data Base. A Report.
Pub Date-29 Mar 79
Note-33p.; Best copy available
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Bases, *Guidelines, *Hispanic Americans, Indexing, Information Retrieval, Information Systems, *Program Design, Program Development, Reference Materials, *Subject Index Terms, *Thesauri
Identifiers-ERIC, Hispanic Bibliography Info Storage Retrieval Proj

Monographs, periodical literature, documents, unpublished reports, and non-print materials in both English and Spanish would be included in a proposed Hispanic data base built around an initial 15 contributing collections totalling an estimated 100,000 items. Because users would employ indexing terms to access the data base, a thesaurus is essential for vocabulary control. Thesaurus guidelines are needed to control syntactical, semantic, and generic problems. The thesaurus, produced and updated by computer, would be organized in four sections: a principal alphabetical display of all terms supported by a rotated display, a hierarchical display, and a descriptor group display. Thesaurus updating, use, and personnel training should be managed in a manner similar to that of ERIC. Instead of creating an entirely new thesaurus or accepting unchanged one of six relevant existing thesauri, the Chicano Thesaurus should serve as a baseline document and certain areas should be developed in greater detail. A list of tasks leading to revision of the thesaurus is included, along with a bibliography. (SB)

ED 184 834 SE 030 448

Allen, Frank B. And Others

Mathematics for High School, Introduction to Matrix Algebra. Preliminary Edition.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-60

Note-262p.

Pub Type- Books (010) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Algebra, Experimental Programs, Mathematics Curriculum, *Mathematics Instruction, *Matrices, Modern Mathematics, Secondary Education, *Secondary School Mathematics, Student Research, *Textbooks

Identifiers-*School Mathematics Study Group

This volume is an experimental edition for a high school course in the theory of matrices and vectors. One of the basic aims is to demonstrate the structure of mathematics. Another criterion is to provide some tools that will be useful in the student's transition from school to college. A last objective is that the intellectually vigorous students may obtain an idea of what constitutes mathematical research.'' The five chapters found in the text are: (1) Matrix Operations; (2) The Algebra of 2x2 Matrices; (3) Matrices and Systems of Linear Equations; (4) The Representation of Column Matrices as Geometric Vectors; and (5) Transformations of the Plane. Research Exercises are also included. (Author/MK)

ED 184 463 HE 012 490

Gruson, Edward S.
International Education (Working Paper).

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Oct 78
Note-58p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Area Studies, Educational Finance, *Federal Programs, Fellowships, Financial Support, Foreign Students, Government School Relationship, Higher Education, *International Education, International Studies, Research Projects, *Second Language Programs, *Student Exchange Programs, Study Abroad
Identifiers-*National Defense Education Act Title VI, *Sloan Commission Studies

The history, objectives, and funding patterns for international education are discussed. Attention is directed toward the language and area study centers of the U.S. Office of Education, undergraduate/graduate and scholarly exchange programs, and the support of advanced research in international studies. The main source of funds for language and area centers has been the institution, followed by the NDEA program, and the Ford Foundation, respectively. Recent estimates indicate that NDEA Title VI funds continue to represent about 10-11 percent of the total costs of operations at all centers. Information on the number of centers by world regions in 1969 and 1977 indicates a decline in each region, and most dramatically for South Asian, Southeast Asian, and East Asian Studies. Additionally, a decline in graduate fellowship awards under NDEA Title VI has occurred. Enrollment trends in modern foreign languages since 1969 and number of degrees in NDEA center programs by area of study are presented. Since funds from NDEA Title VI may not, by law, be used for the support of research in international affairs, the support is provided from university sources, foundations, or other federal programs. Data is presented on distribution of foreign students by the United States by subregion of origin, foreign students from OPEC nations, distribution of students by type of institution, academic level, major region in the United States, states, and fields of study. Data on Fulbright programs supporting U.S. citizens to study abroad is included. Policy issues are also discussed. (SW)

Biddle, John C., Comp.

Annotated Bibliography of ERIC Reports Concerning Student Evaluation of Faculty Performance, 1974 to 1978.

Pub Date- 80
Note-75p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, College Faculty, *College Instruction, *College Students, Higher Education, *Student Evaluation of Teacher Performance, *Teacher Effectiveness
Identifiers-ERIC

An annotated bibliography on student evaluation of faculty performance, compiled from ERIC files dating between 1976 and 1978, is presented. Approximately 280 items are included. Although much of the annotation has been taken from the ERIC abstract, in some few cases the author has added additional comments, and in many cases the abstract has been shortened. Each entry lists the author, title, publication it appeared in, date of publication, number of pages, and two ERIC file numbers. (SW)

ED 184 504 IR 008 092

Lofstrom, Mats

3RIP Evaluation of the Performance of the Search System Using a Realtime Simulation Technique.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report NO.-TRITA-LIB-4064

Pub Date-Mar 79

Note-30p.; For related documents, see ED 144 612 and ED 144 615

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Programs, Editing, Foreign Countries, *Information Retrieval, *Information Systems, *Online Systems, Search Strategies, *Simulation, Summative Evaluation

This report describes a real-time simulation experiment to evaluate the performance of the search and editing system 3RIP, an interactive system written in the language BLISS on a DEC-10 computer. The test vehicle, preliminary test runs, and capacity test are detailed, and the following conclusions are reported: (1) 3RIP performs well up to the capacity limit of the DEC-10, (2) long response times could be reduced by solving the problems of how 3RIP files are distributed and how the scheduling algorithm of the operating systems can be altered in order to give jobs creating I/O accesses a low priority, (3) the test vehicle can be a useful tool to find a suitable system design, and (4) the test vehicle can be used to predict system performance uqder certain circumstances. Appendices include profiles used for the test, a short description of the contents of the databases INSPEC and COMPENDEX, items of CLIST governing the text, and an example of a test run. (FM)

ED 184 670 PS 011 286

Madey, Doren L.

Why Some Children Don't Conserve: Implications for Early Childhood Education.

NTS Research Corp., Durham, N.C.

Pub Date-Jan 80

Note-27p.; Paper presented at the International Congress on Early Childhood Education (1st, Tel Aviv, Israel, January 6-10, 1980)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Conservation (Concept), Early Childhood Education, *Logical Thinking, Motivation, *Perception, *Preschool Children, *Research Methodology

Identifiers-*Piagetian Tests

To discover what aspects of number conservation tasks prevent young children from conserving, two components of number conservation tasks were investigated. A test was made of the following two hypotheses: (1) the frequency of conservation responses varies significantly with the materials used, (2) the frequency of conservation responses varies significantly with the number of objects used. Seventy preschool children were tested individually with two materials, candy bars and wood bars, in rows containing three, five and seven objects. Half of the Subjects were randomly selected from three year old classes and the other half from four year old classes. Subjects were labeled as a conserver, variable conserver, or nonconserver, depending on their answers to the experimenter's questions. Variable conservers correctly answered between one and five of six question sets. Results of the 25 variable conservers were analyzed. Using the Wilcoxon Test, it was found that children exhibit significantly more conserving responses when candy is used. Using the Cochran Q Test, it was determined that the probabilities of conserving responses are significantly different with three, five and seven objects. These results suggest that large numbers of objects and irrelevant materials may prevent youqg children from conserving. Results are discussed in terms of conservation theory and implications for early childhood education. (Author/RH)

ED 184 788 RC 011 972

Old Coyote, Sally Toineeta, Joy Yellowtail
Indian Tales of the Northern Rockies. Indian Culture Series.
Montana Council for Indian Education, Billings.
Pub Date-71
Note-25p.
Pub Type- Guides - Classroom - Learner (051) - Collected Works - General (020) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indian Culture, *American Indian Education, *American Indian Literature, *Childrens Literature, *Cultural Education, Elementary Education, *Folk Culture, Instructional Materials, Legends, Oral History, *Reading Materials, Tribes
Identifiers-*American Indian Contributions

Part of the Montana Council for Indian Education's Indian Culture Series, the book contains six folk stories recorded on reservations and by headstart teachers. The stories are: The Owl'', a Gros Ventre tale; How the Robin Got a Red Breast'', from the Flathead Tribe; Old Man Coyote and the Wild Geese'', a Crow Indian folk story; How the Animals and Birds Got Their Names'', from the Nez Perce; After Dark'', a Shoshone story; and Napii and the Bullberries'', a folk story from the Blackfeet. The book has numerous black and white illustrations. It has an easy'' reading level and a medium difficult'' interest level. (SB)

ED 184 807　　　　　　　　　　　　SE 027 700

Science Mastery Testing Programme: Introduction and Manual.

New South Wales Dept. of Education, Sydney (Australia).

Pub Date- 78
Note-77p.
Available from-Subject Officer (Science), School Certificate Development Unit, New South Wales Dept. of Education, P.O. Box 460, North Sydney 2060, New South Wales, Australia (no price quoted)
Pub Type- Guides - General (050) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Achievement, Criterion Referenced Tests, *Evaluation Methods, Formative Evaluation, *Mastery Learning, *Mastery Tests, Norm Referenced Tests, Science Education, Science Instruction, Sciences, Secondary School Science, Skills, Test Construction, Testing, *Tests

Designed to serve as an introductory manual to mastery testing in science, this guide provides basic information about a variety of related topics such as mastery learning, criterion-referenced and norm-referenced testing, how to develop a mastery test, when and how to use a mastery test, limitations of mastery tests, and a list of mastery tests available. Titles of tests which may be ordered are given, together with mastery test keys, and mastery test answer sheets. Also included are sample copies of the tests, reproduced for the teacher's inspection, followed by notes for the teacher which explain the recommended mastery score and the proper use of the scores. (GA)

ED 184 857 SE 030 510

Schwab, Judith L., Ed.

Social Sciences in Forestry, A Current Selected Bibliography, No. 51, February, 1980.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.

Pub Date-Feb 80

Note-71p.; Contains occasional broken type

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administration, Agriculture, Conservation (Environment), *Forestry, Higher Education, Manufacturing, *Natural Resources, Publications, *Social Sciences, Theses, *Trees

This is a bibliography of social sciences in forestry which includes the topics of social science applied to forestry at large, forestry's productive agents, forest production manufacturing, and marketing, trade, and demand for forest output. Each entry is described briefly and listed alphabetically by author. Sources include many professional journals and government documents. An appendix includes theses and dissertations in progress in the United States and Canada. An author index is included as well as an index to use in conjunction with the Subject Matter Classification Scheme at the beginning of the bibliography. (SA)

ED 184 334 FL 011 126

Cummins, Jim

Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-Oct 79

Note-9p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Canada M5S1V6

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Age, Bilingual Education, Bilingualism, Code Switching (Language), Intelligence Quotient, Interference (Language), *Language Aptitude, Language of Instruction, *Language Proficiency, *Performance Factors, *Second Language Learning, Student Motivation

Identifiers-*Cognitive Academic Language Proficiency, Semilingualism

The existence of a global language proficiency factor is discussed. This factor, cognitive/academic language proficiency (CALP), is directly related to IQ and to other aspects of academic achievement. It accounts for the bulk of reliable variance in a wide variety of language learning measures. Three propositions concerning CALP are reviewed. (1) CALP can be empirically distinguished from interpersonal communicative skills such as accent and fluency in first language (L1) and second language (L2). (2) CALP proficiencies in both L1 and L2 are manifestations of the same uqderlying dimension. (3) Because the same dimension uqderlies CALP in both L1 and L2, older learners, whose proficiency is better developed, will acquire L2 CALP more rapidly than younger learners. The relevance of this analysis for the concepts of semilingualism, code-switching, and bilingual education is outlined. Semilingualism is a manifestation of low CALP in both languages. CALP will be less active and effective when the L1 and the L2 are very dissimilar. In the presence of negative affective variables such as low motivation, CALP will not be applied to learning L2. If motivational involvement and adequate exposure to an L1 or L2 exist, CALP will be promoted in both languages regardless of which is the language of instruction. (PMJ)

ED 184 395   HE 012 391

Walker, J. Malcolm Lawler, John J.

Intraorganizational Social Movement Theory: An Empirical Test.

Pub Date-Aug 79

Note-19p.; Presented at the American Sociological Association (Boston, MA, August, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, College Administration, *College Faculty, College Governing Councils, Faculty Organizations, Higher Education, *Job Satisfaction, Organizational Climate, Organizational Communication, *Organizational Theories, Politics, *Power Structure, *Teacher Militancy, Teacher Strikes

Identifiers-*California State University and Colleges

The usefulness of a theory of social movement within organizations is tested within the California State University and Colleges. The drive for implementation of collective bargaining in the system is viewed as a form of intraorganizational insurgency, a collective action to improve the position of a discontented lower-level group, in conflict with higher-level decision-makers, by shifting organizational conditions in its favor. A causal model is developed in which faculty commitment to collective bargaining is seen as a function of trust in incumbent authorities, legitimization of faculty organizations, trust in the faculty senate, personal efficacy, felt deprivation, expectations of collective bargaining's impact, and general political orientation. Two components of faculty commitment are considered: expressed support and militancy (support for strikes and other militant activities). The analysis reinforces the view that social movement theory provides a useful approach to analyzing organizational phenomena, and further development of the approach in the university setting is felt to be warranted. Consideration of interaction effects of these and other possible variables is seen as worthwhile, and testing in other universities is suggested. Success and failure of insurgency in different institutions is also recommended. (MSE)

ED 184 528 IR 008 198

Markey, Karen

The Anatomy of a Search.

Pub Date-10 Nov 79
Note-31p.; Paper presented to the Virginia Library Association (Hot Springs, VA, November 10, 1979)
Pub Type- Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Bases, Educational Media, *Information Retrieval, Instructional Materials, Interviews, Library Services, *Online Systems, Reference Services, *Search Strategies, *Training Methods
Identifiers-*ERIC ONTAP

Using the ERIC/ONTAP file, student searchers may improve their online skills by employing an 8-step search strategy technique. ERIC/ONTAP, now available through LRS/DIALOG, uses a subset of the ERIC file with built-in answer sets and a special evaluation command. The training procedure guides the student from the initial search interview to the search evaluation through these steps: defining the information need and search objective, identifying relevant databases, identifying the retrieval system, formulating basic search logic, compiling the search terms, conceptualizing the search as input to the retrieval system, evaluating preliminary results, and evaluating final results. Steps one through five, relating to the search interview and the search formulation, do not require the computer and may be practiced off-line. Three modes of searching high recall, briefsearch, and high precision are employed to present alternative search strategies for the online search. The results are evaluated by comparing citations retrieved to a perfect answer set'' and using the evaluation command to display recall and precision percentages. (RAA)

ED 184 594 JC 800 010

Jonas, Stephen

Proposal for Creating the Position of Transfer Officer at LCCC.

Lorain County Community Coll., Elyria, Ohio.
Pub Date-11 Feb 74
Note-9p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Persistence, *Administrator Role, *Articulation (Education), College Choice, College Credits, *College Transfer Students, *Community Colleges, Educational Counseling, Grades (Scholastic), Information Needs, Institutional Cooperation, Institutional Research, Occupational Information, *Research Needs, Student Problems, Transfer Policy, Two Year Colleges
Identifiers-*Transfer Officers

The position of Transfer Officer should be created at Lorain County Community College (LCCC) to assist transfer students in selecting four-year institutions and college majors which are appropriate to their ability and prior achievement, and to conduct research relevant to students who have transferred from LCCC to other institutions. The Transfer Officer would examine current articulation policies and agreements concerning admissions requirements at four-year colleges, gather information about transferring credits and grades, encourage the pre-evaluation of all courses offered at LCCC by potential transfer institutions, and assist these schools in developing informational materials for prospective LCCC transfer students. In addition, the Transfer Officer would conduct research in areas related to: (1) the characteristics of students who persist and graduate from different types of institutions; (2) the gradepoint differentials between LCCC and each four-year institution to which a sizable number of LCCC students transfer; (3) the problems of course and curriculum articulation; and (4) the academic, financial, and motivational problems which frequently cause transfer students to withdraw. Such efforts would promote the success of transfer students and demonstrate the strength of LCCC's commitment to transfer education. (JP)

Gardner, Ruth C., Ed.

Collected Papers: Inter-Institutional Seminar in Childhood Education (8th, Ogden, Utah, August, 1979).

Weber State Coll., Ogden, Utah.
Pub Date-79
Note-131p.; For Collected Papers of 1978 Seminar, see PS 011 329.
Available from-Dr. Ruth C. Gardner, Box 1302, Weber State College, Ogden, UT 84408 ($3.00)
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Child Development, Classroom Techniques, Critical Thinking, Curiosity, Day Care Centers, Early Childhood Education, *Educational Practices, Elementary Education, Elementary School Students, Emotional Disturbances, Foreign Countries, Males, Mathematics Instruction, Motivation Techniques, Preschool Children, Preschool Education, Questioning Techniques, Science Curriculum, Self Concept, Teacher Influence, Values Education
Identifiers-Denmark, Norway, Sweden

This document consists of a collection of papers presented during the 1979 Utah Inter-Institutional Seminar in Childhood Education. Introductory lectures provide an overview of theories of human development and indicate techniques for understanding child behavior. Self-reflection by teachers and techniques for influencing children are emphasized. Papers presented focus on managing mathematics programs, preschools and day care centers in Sweden, Denmark and Norway; developing critical thinking skills in young children by asking specific sets of questions at seven levels of thinking; the positive effects of men in early childhood education and guiding the development of children's self concept. Other papers discussed developing a child's sense of story; developmental trends in questioning by teachers and implications for early childhood science; teachers' influence on the development of children's self concept; motivating intellectual curiosity in children; and developmental work with a severely traumatized foster child. (Author/RH)

ED 184 711 PS 011 353

Derrick, Sara M. Hock, Ellen

Infants of Narcotic Addicted Mothers: Developmental Status, Maternal Care, Home Environments and Interventive Efforts During the First Three Months of Life.

Pub Date-78

Note-52p.; Paper presented at the International Conference on Infant Studies (Providence, RI, 1978).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Arousal Patterns, Attention, Child Development, Comparative Analysis, *Drug Addiction, Family Environment, *Infant Behavior, *Infants, *Influences, *Intervention, Longitudinal Studies, *Mothers, Narcotics, Parent Child Relationship, Physical Activity Level, Pregnancy, Therapy

This study compared infants born to narcotic addicted mothers with infants born to nonaddicted mothers and described the potential of an intervention program. Infants of five addicted women were matched with infants of five nonaddicted women on the basis of age and socioeconomic class of the mothers and on the basis of gestational ages, birth weight and Apgar scores of the infants. Data collection and intervention were performed during three time periods. During Phase I addicted women were solicited and interviewed from drug treatment centers for participation. During Pase II mothers were interviewed in hospitals and infants were assessed neurologically and developmentally. Phase III began in the infants' homes at age one week and terminated at age three months. Four types of homemade materials were employed for perinatal education. Pre and post maternal care and home environmental assessments were performed. Infants differed significantly along several dimensions on the basis of maternal addiction status. After intervention infants exhibited increases in alertness, motor maturity, self-quieting behavior, and mean Bayley Mental and Motor scores. (Author/MP)

ED 184 733 RC 011 584

Lyson, Thomas A.
Occupational Situs and the Agricultural Labor Market.
Spons Agency-Department of Agriculture, Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.
Pub Date-22 Aug 79
Note-44p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development''.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agribusiness, Agricultural Education, *Agricultural Occupations, Agricultural Production, Black Colleges, Black Students, *Career Choice, *Classification, *College Students, Education Work Relationship, Higher Education, Labor Force, Land Grant Universities, Males, Off Farm Agricultural Occupations, *Racial Differences, Rural Areas, *Socioeconomic Background, Socioeconomic Status, White Students
Identifiers-*United States (South)

Agricultural situs can be applied to the analysis, description, and examination of career lines, occupational families, and opportunity structures in the agricultural sector. A proposed situs classification of three categories, or parallel agricultural career ladders was examined in terms of production agriculture, agribusiness, and agricultural education and research. Results of a survey of 1,362 Black and White male students enrolled in agricultural colleges of Southern land grant universities provided preliminary understanding of background factors and social conditions affecting agricultural situs placement. Allocation of agricultural job roles was related to social background and experiences, and situs expectations appeared to be partially governed by available agricultural curricula. White males in schools chartered in 1862 aimed for production agriculture and agribusiness occupations, whereas Black students in the 1890 schools aimed for agricultural research and education and were disproportionately drawn from rural and low socio-economic backgrounds, suggesting a set of agricultural occupations of critical importance to career aspirations of Blacks in general and particularly lower status Blacks. It was suggested that situs classifications merit examination by rural sociologists. (SB)

ED 184 354 FL 011 158

Hughes, Jean S.
The Foreign Language Teacher as Con Artist.''
Pub Date-79
[illegible]e-6p.; Paper presented at the Central States Conference on the
[illegible] of Foreign Languages (Minneapolis, MN, April 19-21, 1979).
[illegible]m-Not available separately; See FL 011 156.
[illegible] Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Course Descriptions, Food, *French, *Instructional Innovation, *Realia, Secondary Education, *Second Language Instruction, *Second Language Learning, *Simulation, Teaching Methods

A teacher's experiences in acquiring realia (mostly food-related) for her junior high school French classes are described. The collection of realistic props proved to be both a small adventure in itself and the source of a rewarding change in classroom instruction. The use of a simulated store, in which students bought and sold the imitation food, resulted in greater retention, facility with grammar, and cultural awareness than could be expected with exclusive use of traditional drills. (JB)

ED 184 430 HE 012 446

Bernhard, John T. Hannah, Robert W.
Effects of Government Regulations on Higher Education.
Western Michigan Univ., Kalamazoo.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date- 78
Note-273p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490. Not available in paper copy due to marginal legibility
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Records, Affirmative Action, Case Studies, College Programs, *Compliance (Legal), Educational Finance, Employment Practices, Facilities, Federal Legislation, *Federal Regulation, Government Role, *Government School Relationship, *Higher Education, Institutional Research, Personnel Policy, Recordkeeping, Records (Forms), Research Projects, Safety, *Self Evaluation (Groups), Student Financial Aid, Work Environment
Identifiers-*Sloan Commission Studies, *Western Michigan University

Results of a self-study conducted by Western Michigan University on the effects of government regulations on higher education are presented. The self-study, conducted with the aid of questionnaires, followup visits, or telephone calls, addressed the following main concerns: (1) academic programs, (2) maintenance, buildings, physical plant, and other related areas; (3) personnel policies; (4) student services; and (5) research activities. The university has started centralizing procedures and policies for complying with equal employment legislation and has appointed an affirmative action officer. The Buckley Amendment made it necessary for the records office to retain a lawyer. In general, records office personnel feel that the legal constraints interfere with normal services. Records office personnel also expressed frustration over the fact that many federal reports have been computerized by the university at great initial expense of money, time, and effort. Complying with the Occupational Safety and Health Act's safety regulations has also been costly. The administration, staffing, and operation of the office of financial aids and scholarships is entirely dictated by federal regulations and procedures. An outline is presented of costs to the university to comply with federal requirements for the following areas: facilities, personnel policies and action, students, and academic programs. Financial aid reports and forms/responses of the self-study are appended. (SW)

Chinese-Mandarin: Basic Course. Volume I, Lessons 1-15.

Defense Language Inst., Monterey, Calif.
Pub Date-May 64
Note-318p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.60; accompanying cassettes $11.20)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), Pronunciation Instruction, *Second Language Instruction, Second Language Learning, Translation, Visual Aids, *Vocabulary Skills
Identifiers-*Dialogs (Language Learning)

This is the first of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. The introduction to Volume I discusses the main features of Chinese pronunciation, including consonants and vowels, initial and final sounds, stress, and tone. Instructional materials in the 15 lessons include dialogues, pictorial aids, vocabulary lists, grammar analyses, translation exercises, and pronunciation drills. Mandarin words are presented in phonetic transcription only. The emphasis of the course is on military science. (JB)

Hathaway, Luise Hertrich

Some Aspects of Semantic Change in a Speech Community. Proceedings of the Third Annual Meeting of the Berkeley Linguistics Society.

Pub Date-Feb 77

Note-9p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977)

Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Diachronic Linguistics, *Dialect Studies, Discourse Analysis, *Language Attitudes, Language Research, *Language Usage, *Language Variation, *Pragmatics, *Semantics, Social Dialects, *Socioeconomic Influences, Sociolinguistics, Speech Communication

The semantic change which has occurred in an Austrian community over the past seventy-five years is examined. The study is based on a comparison of an 1897 word list, sound inventory, and phonograph recording with 1973 recordings of sixty informants from four age groups and five socioeconomic strata. In Inmst, the development from an agriculturally-oriented town to an industrial trade center created social and linguistic splits in the community. Three social dialects emerged: full dialect, half dialect, and regional dialect. Half dialect offers the richest source for an examination of semantic change. Semantic change is manifested in semantic splits, pejoration, lexicalization, and obsolescence. These semantic changes occur together with the development of the social dialects and are dependent on the users' attitudes toward them. Thus, semantic variations in the speech community are assigned differing social values that change with time

depending on pragmatics and affective variables. Despite the development of the different speech styles, there is a strong tendency to bridge the gaps in order to maximize communication. (PMJ)

ED 184 484 HE 012 536

Oklahoma State Regents for Higher Education. Twentieth Biennial Report - Part I. Fiscal Year Ending Juqe 30, 1979.

Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date-30 Jun 79
Note-192p.
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Annual Reports, Budgets, Capital Outlay (for Fixed Assets), College Administration, Degrees (Academic), Educational Finance, Enrollment, *Governing Boards, Government School Relationship, *Higher Education, Income, Operating Expenses, *State Boards of Education, *Statewide Planning, Student Financial Aid, Testing, Trustees
Identifiers-*Oklahoma

The Oklahoma State Regents for Higher Education's biennial report is presented. The first chapter summarizes the progress and prospects of Oklahoma higher education both for historical documentation and to provide useful and informative data for the 1980 Oklahoma Legislature, the Governor, state systems institutions, and others in the state interested in higher education. Chapter Two, Historical and Statistical Information, offers information on such areas as enrollment, degrees, student aid, budget, funds, and the regents' resolutions and appropriation acts. A third chapter offers historical information concerning the Oklahoma State Regents for Higher Education, governing boards of state-controlled institutions, and a record of presidents of institutions. The index serves as a reference to such statistical areas as enrollment records, degrees granted, student fees, office expenditures, and current operating income and expenditures, 1978-79. (LC)

ED 184 574 IR 008 265

Weisbrod, David L.

New Technology for Libraries. A Layman's Guide to Reducing Public Library Costs and Improving Services through Scientific Methods and Tools. A Background Paper for the White House Conference on Library and Information Services.

National Citizens Emergency Committee to Save Our Libraries, New York, N.Y.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.; J. M. Kaplan Fund, New York, N.Y.

Pub Date-79

Note-40p.; For related documents, see IR 008 263-266.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Costs, Library Automation, Library Equipment, *Library Services, *Library Technical Processes, *Public Libraries, *Technology

Identifiers-*White House Conference Library Info Services

This booklet, one of a series of background papers for the White House Conference, explores the potential of new technologies to improve library services while reducing library costs. Separate subsections describe the application of technology to the following library functions: acquisitions, catalogs and cataloging, serials control, circulation control, information retrieval services, interlibrary loan, security, and management and adminstration. Library automation, including computers, microforms, and online processing and retrieval techniques, networking facilities, reprography, electronic security systems, word processing equipment and improved audiovisual equipment, are all technologies presently available as an aid to the performance of library chores and the provision of library services. By providing new forms of materials that validly belong in the library, technology serves to transform the libraries themselves. Each of these very different roles being played by technology is discussed in the subsections. Only currently available technology and its application to libraries is treated; technology expected to become available in the future and applications where technical feasibility has not yet been demonstrated are either excluded from the discussion or identified as such. (Author/RAA)

ED 184 614 JC 800 162

Mitchell, Maurice
A Plan and Procedures for Comprehensive Educational Development.
Des Moines Area Community Coll., Ankeny, Iowa.
Pub Date-79
Note-52p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Role, College Planning, *Community Colleges, *Curriculum Development, *Educational Development, Evaluation Criteria, *Faculty Development, *Instructional Development, *Long Range Planning, Models, Organizational Objectives, Program Descriptions, Program Evaluation, Program Implementation, Teacher Role, Two Year Colleges

The theory of comprehensive educational development is explored in terms of a plan for its implementation at Des Moines Area Community College (DMACC). The report first discusses the curriculum development model proposed by Taba in 1961 and identifies its curricular, instructional, and faculty development components. A rationale for a comprehensive educational development plan at DMACC follows a discussion of the current status of educational development at the college, which is characterized by unorganized efforts that result in the inefficient use of resources in the planning process, disagreement about the outcomes of curriculum development, lack of standards for development outcomes, and lack of faculty commitment to the development process. Long-range goals and objectives for educational development are then outlined, as are the following short-range activities: (1) defining the product'' of educational development, (2) establishing a structure for its implementation based on a closed-loop process of 14 suggested tasks, (3) developing strategies to marshall financial and human resources in the development process, and (4) testing this process on a pilot basis. The report concludes with a discussion of the criteria to be used in evaluating the process. Appendixes outline procedures for conducting comprehensive educational development, present a mission statement, and provide a time budget for a pilot test. (JP)

ED 184 651 JC 800 232

Stewart, Betsy

Occupational Needs Assessment.

Cerritos Commuqity Coll., Norwalk, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.--19-64360-3-8-419

Pub Date-Jun 79

Note-76p.; Some tables may be marginally legible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, Adult Students, *Adult Vocational Education, Age, Career Counseling, Community Colleges, Community Surveys, Disabilities, Educational Attainment, *Educational Demand, *Educational Needs, Employment, Ethnic Groups, Females, *Individual Characteristics, Job Training, Males, Needs Assessment, Nontraditional Occupations, Occupational Surveys, Scheduling, School Surveys, *Teaching Methods, Two Year Colleges, Two Year College Students, Veterans

In order to determine community needs and preferences with regard to vocational education, the Cerritos Community College District surveyed 1,386 Cerritos College students, 896 students in area adult schools, 126 participants in regional occupational programs, and 258 community residents. A 46-item questionnaire focused on: (1) preferences for method of vocational training, length of time and hours per week in class, and time of day of class; (2) need for upgrading job skills; (3) suggestions for courses; (4) desire for career counseling; (5) interest in self-employment opportunities and non-traditional occupations; and (6) characteristics, including sex; residency; ethnic background; family size and income; economic or educational disadvantagement; handicapped, veteran, and employment status; educational level; and prior vocational training. Selected findings indicated that open-entry/open-exit, self-paced instruction was the most popular instructional mode, followed by on-the-job training, short/intensive training, and credit for experiential learning. Most respondents indicated a preference for evening classes and that they would be willing to spend less than ten hours per week in class. Almost half indicated a need for one or more classes to improve their job skills. In most cases, the classes they wanted were already offered in the district. Over 40% were interested in career counseling and 30% in non-traditional careers. (JP)

ED 184 752 RC 011 930

Watson, John A.

A Descriptive Study of the Ex-Campers Successfully Completing the Eckerd Wilderness Camping Programs Between January 1, 1976 and June 1, 1977.

Jack and Ruth Eckerd Foundation, Clearwater, Fla.; University of West Florida, Pensacola. Educational Research and Development Center.

Pub Date-31 Sep 77

Note-98p.; For related document see ED 172 069. Parts of appendix marginally legible

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents, Children, *Delinquent Rehabilitation, Elementary Secondary Education, Emotional Adjustment, Interviews, Mental Health, Outdoor Activities, *Outdoor Education, *Problem Children, *Program Effectiveness, Program Evaluation, *Resident Camp Programs, Surveys, Tables (Data)

Identifiers-*Eckerd Wilderness Camps, Florida

The 4 Eckerd Wilderness camps are designed to rehabilitate the delinquent, emotionally problemed child between 8 and 14 years of age. Through a contract between the Florida Department of Health and Rehabilitative Services and the Eckerd Foundation, the camps provide specialized services to 105 youths per year with budgeting for an average length of stay of 1 year. In 1977 a study was conducted to identify any lasting effects the camping programs had on their clients and to gather feedback information for program improvements. Interviews with 95 ex-campers explored such areas as: (1) demographic data (age, sex, race, family income, home situation, etc); (2) reasons for referral; (3) attitudes toward attending camp and toward staff; and (4) value of camp activities. When asked to list the camp activities that had helped them most with their problems, the respondents rated canoe trips, problem-solving sessions, campsite construction, family-group conferences, pow-wow, back pack trips and bus trips as most important. When asked what they had learned from camp that helped them with their problems today, the respondents named four main tools: controlling temper and not fighting, handling problems as they arose, getting along better with people, and talking things out with others. A large majority (88 out of 95) of the youths returned to school upon release from camp. This document includes survey methodology as well as tabular data. (DS)

ED 184 770 RC 011 950

The Parlier Report: California High School Graduation Requirements Affecting Migrant Students.

Cybernetic Learning Systems, Holister, Calif.
Spons Agency-California State Dept. of Education, Sacramento.; Parlier Unified School District, Calif.
Pub Date-Oct 79
Note-34p.; For related document, see ED 176 934.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Core Curriculum, Correspondence Study, *Credits, Dropouts, Elective Courses, Extension Education, *Graduation Requirements, *High School Students, *Migrant Education, *Migrant Problems, Migrant Youth, Nontraditional Education, Secondary Education, Transfer Students
Identifiers-*California, *Portable Assisted Study Sequence Program

The variation in requirements for graduation found in California high schools is a serious problem for migrant students and greatly diminishes their chances for high school graduation. In order to present an analysis of this variation for use by all educators concerned with the problems of migrant education and to provide the Parlier High School Portable Assisted Study Sequence (P.A.S.S.) Program with information necessary for curriculum and program planning, the graduation requirements of a sample of 46 high schools participating in P.A.S.S. were analyzed in the areas of math, science, language arts, social studies, physical education, electives, and total units required. In non-elective curriculum areas, the greatest variability of requirements was in language arts, social studies, and physical education. Math and science requirements varied only slightly. The number of required elective units ranged from 60 to 155, and the number of non-elective units ranged from 65 to 140. The total units required ranged from 200 to 240, with the majority (57%) requiring 220. The findings, generalizable to migrant education throughout California, have implications for the curriculum design of the P.A.S.S. Program and are indicative of potential difficulties facing the program's goal of helping migrant students graduate from high school. (SB)

ED 184 835 SE 030 451

Steffe, Leslie P., Ed. And Others

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume VII: Children's Capacity for Learning Mathematics.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-G-8847(MA)
Note-276p.; For related documents, see SE 030 452-458, ED 042 628, ED 042 632-633, and ED 080 382-384. Pages 233-244 missing from document prior to its being shipped to EDRS for filming.
Pub Type- Reports - Research (143) - Translations (170)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Cognitive Development, Elementary Education, *Elementary School Mathematics, *Mathematics Instruction, *Psychological Studies
Identifiers-School Mathematics Study Group, *Soviet Research, *USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. The work of El'konin, Davydov, and Minskaya reported in this volume represents a start toward the alleviation of the lack of theory-based experimental investigations of mathematics learning and teaching. Chapter titles include: Learning Capacity and Age Level; Primary Schoolchildren's Intellectual Capabilities and the Content of Instruction; Logical and Psychological Problems of Elementary Mathematics as an Academic Subject; The Psychological Characteristics of the Prenumerical'' Period of Mathematics Instruction; and Developing the Concept of Number by Means of the Relationship of Quantities. (Author/MK)

Cornbleth, Catherine McGrail, John C.
Urban Environmental Education Project: Curriculum Series Overview & Teaching Guide.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Note-85p.; For related documents, see SE 030 512-519. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Class Activities, Curriculum Development, *Environment, *Environmental Education, Interdisciplinary Approach, Middle Schools, *Outdoor Education, Science Education, Secondary Education, *Urban Education, *Urban Environment
Identifiers-*Energy Education

This is the master descriptive document and teacher's guide for a series of urban environmental education models. The series is intended for grades 6-9 but may be modified for older or younger children. Each module addresses a specific aspect of urban environmental quality of life. The modules are interdisciplinary but draw primarily on natural and social sciences. This guide contains a summary of the curriculum features, an overview of each module, an explanation of the curriculum module guidelines for writing activities, field test evaluation instruments, and additional resources to supplement the modules. (RE)

ED 184 789 RC 011 973

Schuessler, Raymond

The Horse and the Plains Indian. Indian Culture Series.

Montana Council for Indian Education, Billings.

Pub Date-72

Note-34p.

Pub Type- Guides - Classroom - Learner (051) - Historical Materials (060) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Culture, *American Indian Education, American Indian Literature, *Childrens Literature, *Cultural Education, Elementary Education, Folk Culture, *Horses, Instructional Materials, Legends, *Reading Materials, Social Values, Tribes, United States History

Identifiers-Blackfeet (Tribe), Cheyenne (Tribe), Crow (Tribe), *North American Plains Indians (Anthrop Label)

Produced by the Montana Council for Indian Education as part of its Indian Culture Series, the five short articles in the book explain how the Plains Indians got horses in legend and in fact. The stories describe the behavior codes, rules, cultural and social significance, and eventual cessation of horse raids, and the ceremony and tradition surrounding Indian horse races. The book also notes what the Indians looked for in a good horse, and how they used their animals. The book

has a reading and interest level rating of medium difficulty. (SB)

ED 184 808 SE 029 669

Piel, E. J. Truxal, John G.

Man and His Technology: Problems and Issues.

State Univ. of New York, Stony Brook. Coll. of Engineering.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jan 73

Note-269p.; Not available in hard copy due to marginal legibility of original document.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Data Analysis, *Decision Making, Energy, Environment, Environmental Education, Evaluation Methods, Natural Resources, Pollution, *Population Growth, *Public Health, Public Policy, Sciences, *Technological Advancement, *Technology

This book looks at a sampling of notable socio-technical problems within a rational context. It seeks to determine if problems exist with recent decisions in the application of technology; how threatening any problems may be; the source of problems; and examines alternatives available to the nation. The broad goal of this rational consideration is to seek alternative applications of technology, the alternatives having been identified by rational technology assessment. (Author/RE)

Myers, Pamela J.
Motivational Factors and Student Retention in School Foreign Language Programs.
Pub Date-79
Note-10p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).
Available from-Not available separately; See FL 011 156.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Attitude Measures, *Educational Research, Factor Structure, Language Attitudes, Questionnaires, Secondary Education, Second Language Instruction, *Second Language Learning, Second Language Programs, *Student Attitudes, *Student Interests, *Student Motivation

A Foreign Language Enrollment Motivation Inventory was administered to 400 secondary school foreign language students in Minnesota. The following considerations were found to be influences on decisions by students to continue or not to continue language study: (1) language classroom activities, (2) interest in speaking the target language, (3) interest in the music of the second culture, (4) interest in other peoples, (5) interest in language learning for its own sake, (6) school faculty, and (7) peer influence. Family heritage, influence of family members, college language requirements, and career goals were found in general not to influence student decisions. Students planning to continue tended to be influenced by travel and a desire to speak the language, whereas those not planning to continue were more motivated by family heritage. Senior high students were influenced by interest in reading the target language, while junior high students acknowledged career motivations. Students of German reported more influence from family heritage than did students of French or Spanish. Factor analysis revealed an internal factor based on successful individual student experience, as well as a factor based on external considerations such as parental influence. The internal factor indicates that interest in foreign language study will continue, and suggests a direction for curriculum development. (JB)

ED 184 448 HE 012 473

Deitch, Kenneth M.

Financial Aid: A Resource for Improving Educational Opportunities. Working Paper, Preliminary Draft.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-24 Mar 78

Note-112p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Access to Education, *Educational Finance, Eligibility, Family Income, Federal Aid, Females, Financial Support, Government Role, Government School Relationship, *Higher Education, Minority Groups, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Private Financial Support, Public Policy, *Student Financial Aid, *Undergraduate Students

Identifiers-*Sloan Commission Studies

Financial aid in American higher education is discussed with a primary focus on undergraduate education. Some major issues pertaining to public policy and pricing in higher education are considered, and the practice of subsidizing students, with special attention to the role of the federal government, is briefly reviewed. Information regarding access to higher education for the poor, minorities, women, and the middle class is presented, and the source of funds for financial aid and the methods of distributing those funds are discussed. In the private sector, private money provided the subsidy while in the state systems public institutional support permitted tuition to remain relatively low, and expansion of capacity made it possible for virtually anyone seeking a place to find one. The federal government is a relatively new part of this enterprise, but in a fairly short period of time its role has grown enormously. Promoting equality of opportunity has been the federal government's single most visible and identifiable goal with respect to higher education. Information about participation in higher education based on family income, race, family income and aptitude taken jointly, and sex is presented. The state of the job market for college graduates is briefly considered. The determination of a student's need for financial aid includes taking into account the expected parents' contribution. Calculation of student eligibility index for the Basic Educational Opportunity Grant program is covered. (SW)

ED 184 505 IR 008 093

Caruso, Elaine

Training Modules for Use of Scientific and Technical Information Services.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Dec 77
Grant-DSI-76-09538
Note-141p.; Some appendices and examples will not reproduce clearly.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Oriented Programs, *Data Bases, *Information Retrieval, Information Services, *Information Systems, Learning Modules, *Online Systems, *Search Strategies, Training
Identifiers-Scientific and Technical Information

Intended for users of online bibliographic retrieval systems, this set of learning modules incorporates instructional aids in three modes: textual, computer assisted learning, and emulations of actual systems (DIALOG and ORBIT) which access a database of segments of over 60 commonly used source files. The textual materials can be used with local or remote access to the target systems, the emulators can be accessed remotely or brought up on any computer system supporting ANSI FORTRAN, and the computer assisted learning and practice (CALP) sequences can be accessed remotely or implemented on a system which maintains a capable lesson designer type language. The modules are followed by sections on database structure and organization, analyses and evaluations of the modules and the collected use data, and the dissemination of the training program. Appendices contain selected pages from two retrieval training manuals, an illustration of use of CALP modules by trainees, excerpts from runs of DIALOG and ORBIT emulators, data collection forms, summaries of system use, abstracts of FORTRAN programs, a description of a proposed cooperative project, and a list of published articles and papers on scientific and technical information services. (FM)

ED 184 552 IR 008 234

Wisconsin Library Service Record, 1978.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Report NO.-WSDPI-Bull-0055
Pub Date-Aug 79
Note-150p.; Some small print may be marginally legible. For a related document, see ED 134 199.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Libraries, Directories, Federal Programs, *Learning Resources Centers, *Library Networks, *Library Services, Library Surveys, *Public Libraries, School Libraries, *Special Libraries, State Libraries, Tables (Data)

Narrative description and updated statistical tables cover all types of libraries and library related activities in the state. Major areas reported on are the Wisconsin library network, including planning, media services, and special services for children, the institutionalized, and handicapped; library and media organizations; library education, including state certification requirements and formal/continuing education opportunities; federal library programs, i.e., LSCA, ESEA, and HEA; academic library services; school library media programs; special library services; and public library services. Several directories are provided: academic, public, school, and special libraries, and library and school districts listed by county; academic libraries; special libraries; and public libraries. (SW)

ED 184 633 JC 800 188

Heermann, Barry And Others
Serving Lifelong Learners.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0038
Note-115p.
Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($5.95)
Journal Cit-New Directions for Community Colleges; v8 n1 Spr 1980
Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Policy, Adult Counseling, *Adult Education, Adult Students, Change Strategies, *College Role, *Community Colleges, Competency Based Education, Delivery Systems, Educational Change, External Degree Programs, Faculty Development, Legislation, *Lifelong Learning, *Nontraditional Education, Student Characteristics, Student Recruitment, Teacher Education, Teacher Improvement, *Teacher Role, Two Year Colleges

A variety of responses to lifelong learning issues are contained in these essays by 12 practitioners directly involved in non-traditional educational alternatives. Sheila Gordon and Augusta Souza Kappner analyze the demographics, motivation, and environment of returning adult students. Peter Smith looks at the educator as facilitator rather than professor. Joanne Pertz presents a change strategy, focusing on ways to gain institutional acceptance and support for lifelong learning. Frank Christensen stresses the role of graduate programs, employing institutions, and individual faculty members in heightening the competence of educators as facilitators. C. Richard Eisele recommends that counseling services for returning adult students be based on their developmental needs and be integrated with other college programs. E. Sharon Hayenga and Hope Isaacson discuss competency-based education for adult learners and Linda Reisser suggests approaches to recruiting adult students. Gordon Cowperthwaite considers the external degree option. Jamison Gilder examines policy questions related to adult education and suggests revision of state and federal laws and administrative regulations, funding formulas, and cooperative policies. Barry Heermann looks at six areas that are essential in transforming the traditional community college. Jack Friedlander reviews ERIC documents describing adult learning programs. (JM)

ED 184 671 PS 011 290

Curriculum Survey of Elementary Schools: 1979-80.
Clarion Manor Intermediate Unit 6, Shippenville, Pa.
Pub Date-79
Note-66p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Facilities, *Educational Resources, Elementary Education, *Elementary School Curriculum, School Surveys, *Special Programs, *Standardized Tests, Textbooks
Identifiers-*Pennsylvania (Clarion)

This report is a compilation of information from a curriculum survey of elementary schools in the Clarion Manor Intermediate Unit of Shippenville, Pennsylvania. The report follows the same outline as the original survey and is divided into three sections. The first section compiles the responses of the individual districts to each of the survey questions. Questions cover information about the number of teachers and support persons, facilities, teaching patterns, texts in use, and time spent on specific subject areas (art, music, physical education, foreign language, health, math, science, etc.) and on non-teaching services (library, media, guidance). The second section lists when and where various tests were administered at the various grade levels. The third section lists information about special projects, activities, and programs which are offered by different schools in the Clarion Manor Intermediate Unit. (SS)

ED 184 335 FL 011 127

Berman, Ruth A.

The Re-Emergence of a Bilingual: A Case Study of a Hebrew-English Speaking Child. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.
Pub Date-79

Note-23p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingualism, *Child Language, *Code Switching (Language), Communicative Competence (Languages), *Interference (Language), *Language Acquisition, Language Dominance, Language Processing, Language Research, Personality, *Second Language Learning, Social Influences

Insight into processes involved in child bilingualism is provided by this account of the primary language acquisition'' (in the sense of Lamendella, 1977) of two languages, English and Hebrew, by a 4 1/2 year old subject. The child's re-entry into her first language, Hebrew, after a year spent in an all-English environment, is traced. Of central concern to the discussion are the transitions between Stage I (understanding Hebrew and English but speaking only Hebrew), Stage II (all-English) and her emergence as a full bilingual after her return to the United States. This development is traced in terms of processes such as language-mixing and code-switching, with specific attention to the developmental errors in the subject's Hebrew. These errors are accompanied by increasing evidence of systematic transfer of syntactic patterns from Hebrew into English usage, but not vice versa. The overall pattern of development is analysed in terms of factors of personality and social situation as well as of the cognitive and linguistic tasks faced by the child in attaining bilingual competence in her two languages. (Author/PMJ)

ED 184 396 HE 012 393

Rehnke, Mary Ann

Strategies for the Challenges Facing Women in Higher Education Administration.

Pub Date-Apr 80
Note-10p.; Paper presented at the Annual Meeting of the National Association of Women Deans, Administrators, and Counselors (Cincinnati, OH, April 12, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *Administrators, Conflict Resolution, Deans, Decision Making, Family Life, *Females, *Higher Education, Job Skills, Middle Management, *Professional Development, Professional Occupations, Salary Wage Differentials, *Sex Stereotypes, Surveys, Values
Identifiers-Time Management

Women administrators in higher education must deal not only with the usual challenges facing administrators (decision-making, resolving conflict, and advancing professionally), but also with the effects of sex stereotyping. Women are not seen as decision-makers, nor as conflict-resolvers, and are often viewed as supporting personnel rather than people interested in professional development. To study these additional challenges, the 400 Kentucky members of the National Identification Program for the Advancement of Women in Higher Education were surveyed. As a result the challenges are divided into seven categories, those of: (1) acquiring the first administrative position; (2) dealing with social stereotypes on the job; (3) management skills; (4) dealing with the reward system; (5) conflict between personal and professional life; (6) professional advancement; and (7) the woman administrator who perceives no problems and therefore makes no attempt to overcome them. Specific remedies are suggested for individual women administrators, such as time and task management skills and resources. (MSE)

ED 184 414 HE 012 429

Hiett, Joe H.

Government and Higher Education in Florida. Part One: State Supported Student Financial Aid.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-Oct 78

Note-89p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Descriptive (141) - Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Eligibility, *Governance, *Government School Relationship, *Higher Education, Private Colleges, *State Aid, State Colleges, State Government, Statewide Planning, *Student Financial Aid, Student Loan Programs, Trend Analysis

Identifiers-*Florida, *Sloan Commission Studies

Trends in student financial aid in the State of Florida since 1968 and the changing relationships between higher education and government in Florida are examined. The administration of student financial aid programs was centralized in 1969, and in 1970 the old incentive programs such as teacher and nursing scholarship were phased out, the Regents Scholarship program was phased out, the Florida Insured Student Loan program was expanded, and a new Florida Student Assistance Grant program was created. The change in federal policy in 1976 regarding federal guarantees of state direct loan programs resulted in the termination of the Florida Insured Student Loan program. The new Guaranteed Student Loan makes it possible for students to borrow directly from participating lenders. Students in the State University System may be eligible for other types of financial aid and benefits. Governance in Florida before and after 1968, and the roles of the Governor, the Legislature, and the Executive Branch in higher education are reviewed. The budget process, centralization of the State University system, and developments in both the public and private sectors are considered. (SW)

ED 184 464 HE 012 491

Full-Time Instructional Faculty Data: Nebraska Institutions of Postsecondary Education, Academic Years 1975-76 Through 1978-79. Mini-Series Report No. 5.

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-Sep 79
Note-53p.

Available from-Nebraska Coordinating Commission for Postsecondary Education, P.O. Box 95005, 301 Centennial Mall South, Lincoln, NE 68509.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Females, *Full Time Faculty, Higher Education, Males, Private Colleges, State Colleges, State Surveys, Statistical Analysis, *Teacher Salaries, Tenure
Identifiers-*Nebraska

Data regarding full-time instructional faculty in Nebraska colleges and universities for 1975-76 and 1978-79 are presented in summary form. Information was taken from Higher Education General Information Survey reports. The following data are included: percentage of full-time instructional faculty, by rank, of the total number of full-time faculty, by institution and institutional sector; total number of faculty and percent of those tenured, by academic rank and institutional sectors; total number and average salaries by public institution; total number anc average salaries for independent colleges and universities; and average salaries by sex and academic rank. (SW)

Brown, Kenneth And Others

Patterns of Enrollment in Higher Education: 1965 to 1977, Research Universities. Topical Paper No. 17.

Arizona Univ., Tucson. Center for the Study of Higher Education.

Pub Date-Sep 79

Note-55p.; Small print may be marginally legible.

Available from-Center for the Study of Higher Education, University of Arizona, 1415 North Fremont Avenue, Tucson, AZ 85719

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Comparative Analysis, *Enrollment Rate, Federal Aid, Full Time Students, *Graduate Students, Higher Education, Part Time Students, Private Colleges, *Research, Sciences, State Colleges, Statistical Analysis, *Undergraduate Students, *Universities

Identifiers-*Research Universities

Patterns of enrollment at major U.S. research universities from 1965 to 1977 are examined in terms of headcounts, full-time equivalent students, and full-time and part-time students by type of institutional control, by sex, and by level of study. Data are presented for two groups of research universities: (1) the 51 leading universities in terms of federal financial support of academic science in at least two of the three academic years, 1972-73, 1973-74, and 1974-75; and (2) 47 universities from the list of the 100 leading institutions in terms of federal financial support in at least two of three years between 1972-73 and 1974-75. The uqiversities must also have awarded at least 50 Ph.D.'s (plus M.D.'s), and have met other criteria. Findings include the following: the 51 group one major research universities have been characterized by relatively stable enrollments over the past 13 years; while total U.S. full-time enrollments were increasing by almost 4 percent a year during the 13 years, full-time students at the 51 universities increased at half that rate; the entire increase in enrollment at the 51 universities was accounted for by additional women students; the 47 group two research universities increased in enrollment at a slightly higher rate than the first group of research universities but considerably lower than the national increase; the greatest enrollment gain was in the 33 public institutions; the 47 universities showed strong and steady gains of women students; and undergraduate and graduate full-time enrollments at the 47 universities have been relatively stable but part-time enrollments at both levels have fluctuated. (SW)

ED 184 595 JC 800 011

Isbell, F. Travis Jonas, Stephen

Engineering Technologies Program Evaluation.

Lorain County Community Coll., Elyria, Ohio.
Pub Date-Jul 76
Note-25p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Associate Degrees, College Graduates, *Community Colleges, Educational Needs, Education Work Relationship, *Employer Attitudes, Employment Potential, *Employment Qualifications, *Engineering Education, Engineering Technology, Job Performance, Job Placement, Job Skills, Job Training, Occupational Surveys, *Personnel Evaluation, Program Effectiveness, Program Evaluation, Questionnaires, Relevance (Education), Technical Education, Two Year Colleges, *Vocational Followup

A survey of companies employing graduates of Lorain County Community Colleges's (LCCC's) Engineering Technologies programs was conducted to determine: (1) skills or technical areas that needed strengthening; (2) additional skills or knowledge needed by LCCC graduates; (3) employer attitudes toward LCCC placement practices; (4) attitudes toward the associate degree; (5) expectations of LCCC graduates; (6) evaluation of graduates in the areas of dependability, work attitude, performance, communication with superiors, and abilities to get along with co-workers, assume additional responsibilities, learn new tasks, and accept and follow instructions. Of the 485 individuals who earned an associate degree in an Engineering Technologies program between 1964 and 1975, 223 provided information on their employers and supervisors. Survey instruments were then mailed to the 122 identified firms; 29 personnel officers and 65 immediate supervisors responded. Survey results indicated that while supervisors rated the overall job performance of LCCC graduates as adequate or more than adequate, a need for improvement was cited in the areas of drafting, electronics, mathematics, writing skills, and problem-solving. Personnel officers felt that LCCC should furnish transcripts for each graduate and exercise greater caution in matching graduates with job openings. The survey instrument and employer responses are included in the study report. (JP)

ED 184 691 PS 011 331

Marvelle, John D., Comp. And Others

Impact Parent Program Workshop Leader's Manual.

Project Impact, Norton, Mass.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-271p.; Also included with this document is the pamphlet, Parents: You Are Teachers.'' Best copy available.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Behavior Problems, *Child Development, *Discipline, Early Childhood Education, Family School Relationship, Kindergarten Children, *Learning Activities, *Learning Processes, Parent Child Relationship, Parent Education, Parent Participation, *Parent Role, *Parent Workshops, Preschool Children, Self Concept

This program manual provides a series of eight two-hour sessions designed to further parents' abilities to teach and communicate with their young children and to build supportive family school relationships. Session I introduces the series and emphasizes the important role parents have as teachers of their children. In Session II an overview of child growth and development is provided which stresses the importance of the quality of time parents spend with children. Session III indicates how children learn and includes an exercise in task analysis. Session IV introduces a typical kindergarten curriculum through hands-on'' activities and discussion. The last four sessions focus on the importance of effective communication, children's behavior and techniques for coping with unacceptable behavior. Session V stresses the importance of communication in understanding children. Session VI emphasizes the importance of the child's self-concept and provides guidelines for disciplining children. In Session VII the basic principles of behavior are reviewed. Parents learn how to define behavior specifically and also learn three techniques for solving behavior problems. In Session VIII parents discuss their implementation of a technique for changing their child's behavior. Transparency originals, a booklet of multi-skill activities for young children titled Parents: You Are Teachers'' and leader guides for the program sessions are appended. Some sessions include slide and film presentations as well as homework activities for parents. (Author/RH)

ED 184 712 PS 011 354

Ways of Maximizing Parent Education Program Linkages. Proceedings from a Working Conference (Austin, Texas, November 16-17, 1978).

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-OB-NIE-G-78-0208
Note-99p.
Pub Type- Collected Works - Proceedings (021) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cooperative Planning, Differences, Evaluation, Identification, *Institutional Cooperation, *Networks, *Organizational Communication, *Parent Education, Problem Solving, *Regional Planning, Workshops
Identifiers-*Parenting Resources Implementation Model Project, Southwest Educational Development Laboratory

The conference described in these proceedings was designed to bring regional parent education program (PEP) personnel from six states together to plan and improve networks and linkages among PEP workers. Twenty-nine persons from four levels of parent education/involvement attended the two day conference and worked in four groups on specified topics. Group work focused on identifying existing PEP networks, increasing PEP networks, identifying linking agents, and assessing the range of diversity in PEPs. Conferees evaluated the conference and presented a plan of action for each topic explored. Plans of action and conclusions from small group work as well as conference evaluation information are presented in detail. A list of conference participants, a glossary of working definitions, the conference agenda and evaluation forms are appended. (Author/RH)

ED 184 734 RC 011 656

Sommer, Bonnie

Resident Program Guide: Hillside Outdoor Education Center.

Edwin Gould Outdoor Education Centers, Brewster, N.Y.

Spons Agency-Gould Foundation for Children, New York, N.Y.

Pub Date-78

Note-41p.

Available from-Edwin Gould Outdoor Education Centers, Gage Road, Brewster, NY 10509 ($3.00)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Camping, *Check Lists, Educational Assessment, Educational Objectives, Elementary Secondary Education, *Experiential Learning, Facilities, Field Instruction, Learning Experience, *Outdoor Education, Postsecondary Education, *Program Development, Program Guides, Recreational Programs, *Resident Camp Programs, Teaching Guides

Identifiers-*Hillside Outdoor Education Center NY

Founded in 1972 as part of the private, non-profit Edwin Gould Outdoor Education Centers, the Hillside Outdoor Education Center offers services to various educational groups by providing residential experiences for students and faculty, day-visit programs, school-site outdoor education programs, teacher workshops, college courses in outdoor education, and conferences. The Center is situated on a 50 acre site typical of an upland, glaciated, northeastern deciduous forest area and includes a lodge, log cabin and homestead area, 2 dormitories each capable of accommodating 32 students and 4 staff, a tenting area, and several staff residences. This guide provides information for center users: descriptions of facilities, a statement of purpose, health and safety tips, emergency procedures, sample menus, a typical daily schedule, program offerings, teacher guidelines, procedures for dorm supervisors, pre- and post-trip activities, sample bus games, songs, possible teacher-led evening activities, and references in outdoor education. Sample forms, records, and checklists for participating teachers, students, and parents include pre-planning teacher checklist, table chart for meals, dorm assignments, instructional group assignments, what to bring, health record, publicity release, permission slip, and evaluation forms. Maps of Hillside and its surrounding trails as well as directions for reaching the Center are also provided. (NEC)

Higgins, Jon L., Comp. And Others
Assessing Mathematical Achievement.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0004
Note-95p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.50)
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Achievement, Achievement Tests, *Educational Assessment, Educational Testing, Elementary Secondary Education, *Mathematics Education, Minimum Competency Testing, *National Programs, National Surveys, Needs Assessment, State Programs, State Surveys, Testing, *Testing Programs
Identifiers-*California Assessment Program, *National Assessment of Educational Progress

This report was compiled to serve as a reference on assessments of achievement in pre-college mathematics. Patterns of mathematical assessments are discussed in terms of the history and nature of assessments of achievement, the relationship between assessment and minimum competency testing, and the current status of state assessment programs. Trends in mathematics achievement are examined by presentation of portions of reports of the National Assessment of Educational Progress and the California Assessment, grades six and twelve. Conclusions drawn from examination of these assessment data include: (1) Although schools have been successful in teaching whole number computation, they have been only moderately successful with decimals and even less successful in teaching computation with fractions; (2) Students who know how'' to compute frequently do not know when'' or where'' to compute; (3) Schools must broaden their veiw of basic arithmetic if they expect students to use what they are taught. An extensive list of references is included. (MK)

ED 184 313 FL 010 989

Chinese-Mandarin: Basic Course. Volume II, Lessons 16-27.

Defense Language Inst., Monterey, Calif.
Pub Date-Jun 64
Note-299p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.15; accompanying cassettes $9.60)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Reading Instruction, *Second Language Instruction, Second Language Learning, *Translation, *Vocabulary Skills, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the second of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. Volume II introduces the reading and writing of Chinese characters. Instructional materials in the 12 lessons include dialogues, vocabulary lists, grammar analyses, and translation exercises. The emphasis of the course is on military science. (JB)

ED 184 529 IR 008 199

Schlee, Phillip, Comp.

MRDAC Resource Library Annotated Bibliography.

Midwest Race Desegregation Assistance Center, Manhattan, Kans.

Pub Date-Jun 79

Note-42p.; For a related document, see IR 008 200.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Annotated Bibliographies, Audiovisual Aids, Bibliographies, *Instructional Materials, *Minority Groups, Public Schools, *Racial Discrimination, *Racial Segregation

The Midwest Race Desegregation Assistance Center presents an annotated bibliography of 105 monographs and 26 other media materials relating to minority groups, racial discrimination, and segregation for use in public schools. Media materials include films, filmstrips, audio recordings, posters and booklets. The bibliography is organized by subject (with author and title indexes), and each annotation indicates appropriate educational level. All materials listed are available for temporary loan, without cost, to public school educators in Kansas, Missouri, Iowa, and Nebraska; information for ordering is provided. (RAA)

ED 184 836 SE 030 452

Steffe, Leslie P., Ed. And Others
Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume VIII: Methods of Teaching Mathematics.
Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-G-8847(MA)
Note-290p.; For related documents, see SE 030 451-458, ED 042 628, ED 042 632-633, and ED 080 382-384
Pub Type- Reports - Research (143) - Translations (170)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Elementary Secondary Education, Independent Study, Mathematical Applications, *Mathematics Education, *Mathematics Instruction
Identifiers-School Mathematics Study Group, *Soviet Research, *USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. This series should assist in opening up avenues of investigation to those who are interested in broadening the foundations of their profession. This volume contains four articles: Principles, Forms, and Methods of Mathematics Instruction; The Relation Between Mathematics Instruction and Life; The Pupil's Activity as a Necessary Condition for Improving the Quality of Instruction; and Independent Work for Pupils in Arithmetic Lessons in the Early Grades. (MK)

ED 184 859 SE 030 512

Biglan, Barbara
Urban Environmental Education Project, Curriculum Module I: Energy Generation - Sources and Consequences.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-62p.; For related documents, see SE 030 511-519. Contains occasional light type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Activities, *Electricity, *Energy, Energy Conservation, Environment, Environmental Education, Fuel Consumption, *Fuels, *Natural Resources, *Science Education, Secondary Education, Urban Education
Identifiers-*Energy Education

Included in this module are five activities dealing with sources and consequences of power production. The activities include: (1) review of the nature of energy; (2) options for power production; (3) energy resources and their sources; (4) energy and the future; and (5) a simulated energy conference in 1984. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

ED 184 377 FL 011 258

Tannen, Deborah Oztek, Piyale Comert

Health to Our Mouths: Formulaic Expressions in Turkish and Greek. Proceedings of the 3rd Annual Meeting of the Berkeley Linguistics Society.

Pub Date-77

Note-20p.; Paper presented at the annual meeting of the Berkeley Linguistics Society (3rd, Berkeley, CA, February 19-21, 1977)

Available from-Berkeley Linguistics Society, University of California, Berkeley, CA 94720 ($8.20 for entire Proceedings)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cultural Context, *Discourse Analysis, *Greek, *Social Structure, Social Values, Sociolinguistics, *Standard Spoken Usage, *Turkish

Identifiers-*Formulaic Expressions

Speakers of Turkish and Greek make far more extensive use of formulaic expressions than do speakers of English. Many of these formulas are situation-oriented, and accompany anxiety-provoking events, happy events, and the act of establishing rapport. Illness, death, leave-taking, and good fortune are among events typically accompanied by formulas. Other expressions are psycho-ostensive, showing the speaker's attitude toward an event. Typically, these formulas are designed to petition for good circumstances or ward off evil ones. Many of these sayings invoke a deity, but others are simply succinct admonitions toward a desirable end (e.g., Turkish hayrola,'' may it be good''). Finally, many expressions perform a social function at events such as weddings and childbirth. This category of sayings reveals a great deal about social structure and cultural values a Greek will often use a formulaic apology in discourse about his daughters. A list of Greek and Turkish formulas, ranked according to obligatoriness, is appended. (JB)

ED 184 431 HE 012 448

Petersen, Renee

The State and Higher Education in Ohio.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-1 Oct 78

Note-162p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Budgeting, College Students, Decision Making, Federal Aid, Financial Support, Governance, Government Role, *Government School Relationship, *Higher Education, Private Colleges, *State Aid, State Colleges, State Government, States Powers, Statewide Planning, *Student Financial Aid, Trustees, *Tuition

Identifiers-*Ohio, *Sloan Commission Studies

The influence of government on higher education in Ohio is discussed. In the context of the history and the current status of public and private higher education, the following two questions are considered: (1) How do state and federal student aid programs interact, and what is their effect on tuition policy? (2) Have decisions on higher education at the state level shifted to other persons or institutions since the period of growth has ended? The following areas are considered: state coordination, governance, state mandates, state fuqds, student aid and tuition, the private sector of colleges and the state, and the public sector and the state. Specific topics include the following: subsidy distribution, tuition determination, boards of trustees, board of regents, other state agencies, the executive and legislature, appropriations bills, program mandates, management improvement, program budgeting and review, members of minorities, capital appropriations procedures, capital improvements, funds awarded, guaranteed loans, Ohio scholarships and grants, reciprocity and portability, administration, state and federal programs, overawarding, state student incentive grants, and citizens' opinion on student aid. Some specific trends in higher education in Ohio are documented. (SW)

ED 184 553 IR 008 235

Laubacher, Marilyn R., Comp.

An Alerting Service Bibliography on Libraries, Media, and Educational Technology.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-77-0015
Note-34p.; For related document, see ED 177 250
Available from-ERIC/IR, 130 Huntington Hall, Syracuse University, Syracuse, NY 13210 (enclose 9x12 envelope, self addressed with $.48 postage)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, Computers, Educational Media, *Educational Technology, Guides, *Information Science, Learning Resources Centers, *Library Science, Reference Materials, Surveys

Monographs of current interest in the fields of libraries, information science, media, and educational technology are cited in this annotated bibliography. Titles listed are selected from the publications received for review at the ERIC Clearinghouse on Information Resources. The 119 citations are indexed by subject, and a directory of publishers' addresses is provided. (SW)

ED 184 575 IR 008 266

Daniels, Wes And Others

Strengthening the Library Profession. New Approaches Are Needed in the Recruiting and Training of America's Future Librarians. A Background Paper for the White House Conference on Library and Information Services.

National Citizens Emergency Committee to Save Our Libraries, New York, N.Y.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.; J. M. Kaplan Fund, New York, N.Y.

Pub Date-79

Note-48p.; For related documents, see IR 008 263-266.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Librarians, *Library Education, *Library Schools, Library Science, Professional Development, *Professional Education, *Public Libraries, Standards

Identifiers-*White House Conference Library Info Services

This booklet, one of a series of background information papers for the White House Conference, outlines and discusses the important issues of professionalism facing libraries, librarians, and library schools. Public librarians are being asked to assume new roles and perform new tasks for which they are increasingly unable to adequately and effectively meet the expectations of the library and their local communities. This gap is due primarily to a very conservative library establishment. Other contributing factors are lack of library influence in library education, the negative image of the library profession, and the mediocrity of many who enter the library field. A brief description of some of the new roles contemporary librarians are being asked to undertake and a review of the process whereby librarians are formally educated is followed by a discussion of new initiatives that are needed to provide library training which will be responsive to the needs of today and tomorrow. Major efforts are needed to fund and implement innovative progams on the part of all concerned; library organizations, public libraries, librarians, and the communities they serve. A short bibliography is appended. (Author/RAA)

ED 184 615 JC 800 163

de los Santos, Alfredo G., Jr.

Hispanics and Community Colleges. Topical Paper No. 18.

Arizona Univ., Tucson. Center for the Study of Higher Education.

Pub Date-Jan 80

Note-35p.

Available from-Center for the Study of Higher Education, University of Arizona, 1415 North Fremont Ave., Tucson, AZ 85719 ($3.00)

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, Age, Associate Degrees, Bilingual Education, College Attendance, College Faculty, *College Role, *Community Colleges, Degrees (Academic), *Demography, Dropout Rate, Educational Attainment, *Educational Opportunities, Enrollment Rate, Equal Education, Ethnic Distribution, Ethnic Groups, Ethnic Origins, Females, *Hispanic Americans, Language Usage, Males, National Surveys, Sociocultural Patterns, Spanish Speaking, Tables (Data), Teacher Characteristics, Two Year Colleges, Urban Demography

Despite the community college's historical commitment to the availability of comprehensive education for all citizens, Hispanics have yet to receive a fair share of programs and services. General demographic data, as well as regional and national longitudinal studies, reveal that Hispanic participation and success in all levels of the educational process are not proportional to the ratio of Hispanics in the total population. In addition, the number of Hispanic professionals in higher education has never come close to being proportional to the number of Hispanics in the total population or to the number of Hispanic students. Even in community colleges, which have traditionally enrolled the majority of Hispanic students, the proportion of Hispanics who graduate is significantly less than that of Whites or Blacks. To ameliorate this situation, community colleges should rely less upon traditional English-language instruction and provide more bilingual programs. These programs would insure a much needed boost in enrollment, and, at the same time, help the colleges meet the promise of equal educational opportunity. In addition to providing a brief history of the community colleges since 1901 and a discussion of the philosophical bases, functions, and purposes of the community college, the report contains numerous data tables presenting demographic data about Hispanics and other ethnic and racial groups in the United States. (JP)

ED 184 771 RC 011 952

Waterman, Carolyn Johnson, Debbie

The Chicana: Traditional Values in Transition.

Pub Date-12 Nov 79

Note-22p.; Paper presented at the Speech Communication Association (San Antonio, TX, November 12, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Culture Conflict, Ethnicity, Ethnic Stereotypes, *Family Structure, *Females, *Mexican Americans, Self Concept, *Sex Role, Sex Stereotypes, Social Change, Values

Identifiers-*Chicanas, Traditionalism

The Chicana has traditionally been seen as a silent partner in a marriage and culture: one who is totally subservient to her husband and devoted only to his needs and her children's needs. This research questions if this role is changing and, if so, how and to what degree. A tragedy of the Chicana's future is that the barriers to development are matters of image and self-concept since the Chicana has practically been paralyzed by the stereotyped identity awarded to her by the dominant reference group. The importance of this role as housewife and mother has been overlooked; her power in the domestic sphere is extensive and the Mexican American household can be defined as matrifocal. The Chicana is making adjustments in her role that coincide with the implementation of the sweeping social changes of the 1960's and 1970's in the United States: increased educational attainment is allowing upward socio-economic mobility, weakened influence of the Catholic Church is changing attitudes about birth control and a woman's role outside the home, and increased intermarriage of Hispanics with non-Hispanics is resulting in cultural melding. However, there exists a common desire among those interviewed to maintain and preserve cultural identity. In part of that heritage resides a deep commitment to the home and family. The Chicana is still working for her family and her people whenever possible in the best way available to her; only the sphere of opportunity has changed. (NEC)

ED 184 790 RC 011 974

Holthaus, Mary L.

A Little Boy Eats Too Much. Indian Culture Series.

Pub Date-74

Note-27p.

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, American Indian Culture, *American Indian Education, American Indian Literature, *Childrens Literature, *Cultural Education, Elementary Education, Eskimos, Folk Culture, *High Interest Low Vocabulary Books, Instructional Materials, Large Type Materials, *Reading Materials, Sight Vocabulary, Word Lists

Part of the Indian Culture Series of the Montana Council for Indian Education, the book is a simple story of a young Alaskan boy who makes oil lamps and his grandmother who sews with a needle. The little boy goes to hunt by the sea because they are hungry. He catches and eats a tomcod, two seals, and a whale, then returns to the igloo having eaten too much to fit through the door. He finally enters through the eye of his grandmother's needle and sits too close to the oil lamp. He explodes and the igloo is filled with ocean water and the fish he ate. The large print book has many four-color illustrations and a short Alaska vocabulary at the beginning. The text is written with just 75 words, each repeated at least 3 times, and most taken from the Basic Sight Word List. (SB)

ED 184 336 FL 011 128

Harley, Birgit

French Gender Rules'' in the Speech of English-Dominant, French-Dominant and Monolingual French-Speaking Children. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-Oct 79

Note-28p.

Available from-Bilingual Education Project, The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M561V6

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingualism, Child Language, *English, *French, *Grammar, Immersion Programs, Language Dominance, Language Proficiency, Language Research, Linguistic Theory, *Monolingualism, Second Language Learning, *Sex Differences

Identifiers-*Gender, Quebec

The French gender usage of grade two and grade five Franco-Ontarian children was compared with that of English-speaking children enrolled in French immersion programs, and monolingual French-speaking children in Quebec. While some of the Franco-Ontarian children are similar to the Quebec children with respect to the gender rules'' they appear to be following, others make errors that resemble those of the English-speaking second language learners. It is suggested that a key factor in determining how well the Franco-Ontarian children have mastered French gender is whether French or English is the dominant language of communication between parents and the children at home. For English-dominant children, some directions for remedial action in the school are proposed. (Author)

Herr, Kay U.
Suggestive-Accelerative Learning and Teaching in Foreign Languages.
Pub Date-79
Note-11p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).
Available from-Not available separately; See FL 011 156.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Imagination, *Instructional Innovation, Memorization, *Second Language Instruction, *Second Language Learning, *Sensory Integration, *Teaching Methods
Identifiers-*Suggestopedia

The suggestive-accelerative approach to foreign language instruction is described. This method, first used in Bulgaria by Georgi Lozanov, emphasizes bringing the imagination to bear on the learning task, in a relaxed classroom environment. After establishing a calm atmosphere through direct and indirect suggestion, the teacher proceeds to implement a three-part instructional design: (1) review of learned material, (2) introduction and explanation of new material, and (3) committing of new material to memory through recital in concert. The use of music, drama, and rhythm brings the right brain into the learning process and increases retention. The use of fantasy and role-playing is instrumental to the success of this method. An experimental suggestive-accelerative class at Colorado State University is described. Students in the class would ordinarily have been poor prospects for success in second language learning; with the suggestive method, they achieved remarkable results. (JB)

ED 184 397 HE 012 394

Cleary, Robert E.

Policy and Administration in the Governance of Higher Education Institutions.

Pub Date-Apr 80
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Policy, Administrator Responsibility, *Board Administrator Relationship, *College Administration, *College Presidents, *Governance, *Governing Boards, Higher Education, Interpersonal Competence, Interprofessional Relationship, Policy Formation, Questionnaires, Surveys, *Trustees

A 16-item questionnaire was used to survey 60 college and university presidents and 61 board chairmen in six Middle Atlantic states in order to explore distinctions between the policy and the administration functions in the president-trustee relationship. Personal intrviews were conducted with ten of the chairmen and ten presidents as a followup to the questionnaire. Respondents in both survey and interviews disagreed on a number of the issues as to whether they are policy or administration functions. For example, 65 percent of the trustees labeled the board's engagement of a consultant to review institutional direction as a policy issue, the same percentage described the elimination of a department as administrative. Presidents divided almost evenly on both these matters. In addition, many respondents were inconsistent within their own responses. The survey demonstrates the difficulty inherent in using the policy-administration distinction to clarify or explain the president-trustee relationship. The issues are so interrelated that it is difficult to divide responsibility on this basis. Rather, personal relationships emerge as the most important aspect of the relationship. Consequently, an evaluation of the relationship should include the ability of the chairman and the president to work cooperatively in fulfilling their respective responsibilities in governance. The trustee-presidential relations survey questions are appended. (Author/MSE)

ED 184 465 HE 012 492

Barnes, Stephen F.
Commission on Student Life. Final Report and Recommendations.
San Diego State Univ., Calif.
Pub Date-Apr 79
Note-157p.
Available from-San Diego State University, Syllabus Service, Hardy Tower 404, San Diego, CA 92182 ($5.00)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, Ancillary School Services, College Administration, *College Environment, College Planning, College Programs, *College Students, Extracurricular Activities, Foreign Students, Higher Education, Institutional Research, Management Information Systems, Nontraditional Students, State Universities, *Student College Relationship, Student Development, Student Experience, *Student Needs, *Student Welfare
Identifiers-*San Diego State University CA

The final report and recommendations of the Commission on Student Life at San Diego State University are presented. The commission undertook a comprehensive review and evaluation of campus programs and services that contribute to student life. Specific tasks were as follows: (1) to examine all dynamic aspects of student life at San Diego State University in terms of expectations, needs, and program, service effectiveness; and (2) to review and evaluate the present administrative structure, staffing patterns, budgets, operations, and program emphases of the Division of Student Affairs, along with all other university departments and programs that are involved direclty with student life. Findings were to be elated to the following two concerns: whether students are being effectively served by the university and changes that should be instituted to ensure an optimal quality of student life now and into the 1980s. Study areas included: background; academic environment and student development; university life, programs, activities, and residential life; university policy; nontraditional students; student affirmative action program; international students and services; general student services; Imperial Valley Campus; and the Student Affairs Division. Recommendations are offered in each of these areas. Specific recommendations for campus information needs for student life planning are given, including those related to the expansion of the student population master file. Twenty-six appendices provide supplementary materials on these topics. (SW)

ED 184 506 IR 008 099

Baker, Barbara Lehfeldt

Storytelling: Past and Present.

Pub Date-Dec 79
Note-49p.; Master's Thesis, Texas Woman's University.
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, History, *Librarians, Library Education, *Library Role, *Methods, *Public Libraries, *Story Telling

This overview traces the history of storytelling, outlines the development of storytelling in public libraries, discusses some contemporary master storytellers, presents some current practitioners of the craft, explores the controversy between the traditional and multimedia methods of storytelling, and surveys American Library Association (ALA) accredited schools which offer courses in storytelling. Appendices include information about storytelling organizations and workshops in the United States, a sample of the questionnaire sent to the 67 ALA accredited schools, and a compilation of the data solicited from those schools. A bibliography is provided. (FM)

ED 184 634 JC 800 189

Van Ausdle, Steven L.

An Approach to Comprehensive Institutional Planning for the 1980s.

Pub Date-9 Apr 80
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, Administrative Problems, *College Administration, *College Planning, College Role, *Community Colleges, Decision Making, Influences, Information Needs, *Institutional Research, Models, *Program Effectiveness, Research Directors, Surveys, Two Year Colleges

A survey of 35 two-year colleges with exemplary institutional planning systems was conducted to determine the present status of institutional planning and to develop a conceptually sound planning process model. The 35 colleges were asked to complete a survey instrument focusing on over 250 variables; 32 colleges responded. Survey results indicated that successful planning is dependent upon six prerequisite conditions: top-level leadership commitment; experienced staff; development of planning procedures and schedules; broad participation; integration with planning activities at the state level; and adequate attention to pre-planning activities. Based on the experiences of the respondents, several requirements for a planning model were identified: (1) planning should not be separated from decision-making; (2) planning should be both long- and short-range; (3) it should result in a budget and reflect the goals of the institution's mission statement; and (4) it should be information-based and provide a means for evaluation. The survey also solicited information on the date of the establishment of the planning office, responsibilities of planning officers and to whom they are accountable, time spent in planning, most valuable sources of planning information, obstacles to planning, and contributions of planning. The report provides diagrams illustrating the planning model developed on the basis of the study and a bibliography. (JP)

ED 184 652 JC 800 234

Mehallis, Mantha Vlahos Fair, Kerry-Lyn

Occupational Analysis: A Basis for Curriculum Development and Evaluation.

Broward Community Coll., Fort Lauderdale, Fla.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-79

Note-277p.; Tables with small type and examples of correspondence may not reproduce well

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Building Trades, Business Education, *Commuqity Colleges, Community Surveys, *Curriculum Development, Educational Demand, *Educational Needs, Employee Attitudes, Employer Attitudes, Engineering Drawing, Insurance Occupations, *Job Skills, *Job Training, Literature Reviews, Needs Assessment, Nursing, Programers, Secretaries, Two Year Colleges, *Vocational Education

In an effort to develop curricula to meet the occupational training needs identified in a 1978 survey of area business leaders, Broward Community College (BCC) undertook a research project designed to: (1) determine the occupational areas that were in greatest need of vocational training programs; (2) identify the job-level competencies for the areas with highest priority; and (3) make recommendations for the implementation of new occupational programs and/or courses. The project report first details the process by which the project staff, in coordination with the Broward County Personnel Association, identified the six occupational areas in most need of community college curricula to support them: business data processing programmer; construction secretary; engineering drafting; electronic technician; head nurse management; and insurance secretary. The survey and interview techniques that were used to identify job requirements and competencies are then detailed, from both the perspective of the supervisors and the employees. The report then discusses the findings for each occupational area, including minimum education required, criteria for promotion, descriptions of job tasks in order of their importance, and recommendations for changes in BCC's curricula. The report includes a review of the literature dealing with occupational curricula at community colleges. (JP)

Greiner, Ted And Others
The Economic Value of Breastfeeding (With Results from Research Conducted in Ghana and the Ivory Coast). Cornell International Nutrition Monograph Series Number 6.
State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.
Spons Agency-Norwegian Agency for Development Aid, Oslo.
Pub Date-79
Note-182p.
Available from-Dr. Michael C. Latham, Division of Nutritional Sciences, Savage Hall, Cornell University, Ithaca, NY 14853 ($2.50; make checks payable to Cornell University)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Comparative Analysis, *Cost Effectiveness, *Developing Nations, Economic Research, Family (Sociological Unit), *Food, Foreign Countries, Health, Infant Mortality, *Infants, Models, *Mothers, *National Surveys, Nutrition, Research Problems, Time
Identifiers-Africa, Bottle Feeding, *Breastfeeding, Ghana, Ivory Coast

This monograph focuses attention on economic considerations related to infant feeding practices in developing couqtries. By enlarging on previous methodologies, this paper proposes to improve the accuracy of past estimates of the economic value of human milk, or more specifically, the practice of breastfeeding. The theoretical model employed incorporates (1) health and disease effects and costs, (2) goods costs (foods, materials and implements) and (3) time costs for both artificial feeding and breastfeeding. Terms of the model are extensively discussed. The model is subsequently employed to estimate the relative costs of bottle and breastfeeding in Ghana and the Ivory Coast for both individuals and the nations. In theory, if a mother breastfeeds an infant for two years, the average family in the Ivory Coast would save between US $591 and $723 in goods and time costs. The further savings due to the lower goods and time costs of disease and malnutrition for those who practice breastfeeding would be substantial. Similarly, the average Ghanian family could save between US $591 and $724. Most of the national level calculations attempted were done to illustrate simple analytic methods for achieving rough estimates from inadequate data. Conclusions which could be drawn from this study are limited because it is based almost entirely on preexisting data. Findings of this monograph are intended to encourage further research, promote breastfeeding and prevent the spread of bottle feeding in developing couqtries. (Author/RH)

ED 184 713 PS 011 355

Franz, Wanda Rubin, Mary Sue

Study Guide and Instructional Materials for Growing Years'' Telecourse.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
Pub Date-4 Jan 80
Note-62p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Assignments, *Child Development, College Instruction, Educational Television, Higher Education, *Objectives, Observation, Study Guides, *Telecourses, *Tests

This document consists of a study guide and instructional materials for West Virginia University's telecourse on child development titled The Growing Years.'' Included are orientation materials (including course objectives, course materials lists, course requirements), a broadcast schedule for the 30 showings, an assignment sheet, format sheets for real life observations of children at three developmental levels, book report guidelines, a bibliography and course quiz questions. The course study guide provides a brief outline of the content of each film, an indication of textbook chapters coordinate with each film, and study questions. Course objectives are the following: By the end of the course learners should be able to (1) recognize genetic, biological, environmental, and sociocultural influences on development, (2) identify and discuss some of the most important aspects of normal physical, mental, and personality development, (3) relate child development research and theory to real-life situations, (4) recognize the diversity of approaches in child development research and theory, and (5) demonstrate openness and objectivity toward issues, theories, and orientations in child development. (Author/RH)

ED 184 753 RC 011 931

Shreeve, L. Sid, Ed. Fairbanks, Merwin G., Ed.
The Spanish Speaking American Challenge. A Report of the Chicano Conference Held at BYU in 1974.
Brigham Young Univ., Provo, Utah.
Spons Agency-Utah Univ., Salt Lake City. Chicano Mobile Inst.
Pub Date-75
Note-142p.
Available from-Department of Spanish and Portuguese, Brigham Young University, 164 FOB, Provo, UT 84602 ($2.00).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Access to Education, Biculturalism, Bilingual Education, Curriculum, Disadvantaged, *Education, *Employment, Government Role, Health Services, Higher Education, *Human Services, Law Enforcement, Legal Aid, Medical Services, *Mexican American Literature, *Mexican Americans, Migrant Workers, Multicultural Education, *Problems, Spanish Speaking
Identifiers-Chicanos, Chicano Studies, Utah

Experts and concerned citizens from New York to California met in an effort to understand and confront the challenges facing Spanish-speaking people in their struggle for education and for finding their proper place in American society. The problems and character of the Spanish-speaking Americans, as reported in this symposium, do not fit common stereotypes. The people are harrassed by poverty, unemployment (at a normal rate two to three times the national level), disease, communication barriers, educational barriers, cultural barriers, and beaurocratic barriers. The problems with which Spanish-speaking Americans are doing battle are not theirs; they are the problems of the nation. When the solutions are finally found, they will be a major contribution to the world society where minority-ism is nearly a universal phenomenon. Major addresses focus on the topics of ethnic cohesion vs. assimilation, the power of education vs. the power of government, and Utah's efforts with Chicano problems. Workshop discussions examine definitions and label acceptance of the term Chicano; law enforcement (police-minority relations, responsibilities of the legal system, and political influence); health and medical services; Chicano studies curriculum in higher education; barriers in employment, education and government; characteristics and significance of Mexican-American literature; and perspectives on bilingual and bicultural education. (Author/NEC)

ED 184 314 FL 010 990

Chinese-Mandarin: Basic Course. Volume III, Lessons 28-39.
Defense Language Inst., Monterey, Calif.
Pub Date-Apr 65
Note-326p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($5.55; accompanying cassettes $9.60)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), Reading Instruction, *Second Language Instruction, Second Language Learning, *Translation, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the third of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. The present volume emphasizes the development of facility in reading and writing Chinese characters. Instructional materials in the 12 lessons include dialogues, grammar analyses, translation and question-answering exercises, pattern drills, and reading and writing exercises. The emphasis of the course is on military science. (JB)

ED 184 530 IR 008 200

Schlee, Phillip F., Comp. And Others
MSDAC Resource Library Annotated Bibliography.
Midwest Sex Desegregation Assistance Center, Manhattan, Kans.
Pub Date-Jun 79
Note-23p.; For a related document, see IR 008 199.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Audiovisual Aids, Bibliographies, *Females, *Instructional Materials, *Minority Groups, Public Schools, *Sex Discrimination

The Midwest Sex Discrimination Assistance Center presents an annotated bibliography of 56 monographs and 11 other media materials relating to women and sex discrimination for use in public schools. Media materials include slides, films, filmstrips, audio recordings, and posters. The bibliography is organized by subject and each annotation indicates appropriate educational level. All materials listed are available for temporary loan, without cost, to public school educators in Kansas, Missouri, Iowa, and Nebraska; information for ordering is provided. (RAA)

ED 184 860 SE 030 513

Nous, Albert P.

Urban Environmental Education Project, Curriculum Module II: Energy Conservation - What Are the Options?

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Note-50p.; For related documents, see SE 030 511-519. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Activities, *Conservation Education, *Energy, Energy Conservation, Environment, *Environmental Education, Physical Sciences, *Science Education, Secondary Education, *Urban Education
Identifiers-*Energy Education

Included in this module are five activities dealing with energy conservation in the urban environment. The activities include: (1) conducting an energy inventory; (2) the physical nature of temperature, space, and insulation and their effects on energy use; (3) blackouts; (4) the sellers and consumers of energy; (5) energy conservation decision-making. Also included are an overview, teacher background information, an activity preview, and a pretest. (RE)

ED 184 378 FL 011 282

Qafisheh, Hamdi A.
Gulf Arabic: Intermediate Level.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-296p.
Available from-The University of Arizona Press, Box 3398, Tuscon, AZ 85722 ($7.95)
Language-English; Arabic
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-*Arabic, College Second Language Programs, Dialects, Grammar, Instructional Materials, Listening Comprehension, Pattern Drills (Language), Postsecondary Education, *Regional Dialects, *Second Language Instruction, *Second Language Learning, *Semitic Languages, Speech Commuqication, *Textbooks, Vocabulary
Identifiers-Dialogs (Language Learning), National Defense Education Act Title VI

This Gulf Arabic text is designed for those who want to acquire a conversational tool beyond the basic level; it is also of interest to Arabists, anthropologists, and Arabic dialectologists. The language in this text is used in informal situations by the indigenous populations of the southern coast of the Persian Gulf. The text contains 21 lessons with an active vocabulary of about 1,800 items and a glossary of approximately 7,000 words and expressions. A typical lesson contains the following items: (1) a narrative or a dialog built arouqd a topic of interest; (2) vocabulary in the narrative; (3) additional vocabulary connected with the narrative; (4) grammar explanations; (5) drills which provide practice in using the items in the lesson; and (6) shorter narratives for listening comprehension and reproduction, especially in the last five lessons. (AMH)

ED 184 415 HE 012 430

Gruson, Edward S. And Others
Issues in Accreditation, Eligibility and Institutional Quality. Discussion Paper.
Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-10 Mar 79
Note-59p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Standards, *Accreditation (Institutions), Accrediting Agencies, *Educational Quality, *Eligibility, Federal Aid, *Federal State Relationship, *Higher Education, Institutional Autonomy, *Institutional Evaluation, Self Evaluation (Groups), State Agencies, State Standards
Identifiers-*Sloan Commission Studies

Issues concerning institutional accreditation, quality, and eligibility are considered, and some alternative plans are examined. One of the functions of accreditation is to determine which institutions are eligible to receive federal funds. It is suggested that neither the accreditation process nor the eligibility process confronts the issue of quality directly. The suggestion that the current voluntary accreditation system is not capable of identifying or ameliorating potential abuses leads to the conclusion that a new mechanism must be developed to protect the institution from unnecessary intrusion while it protects the state's interest in quality. The following alternative plans are considered: the Second Newman Report on national policy and higher education (1974), Harold Orlan's suggestion for accreditation, strengthening the present triad, massive disclosures, and a new federal-state partnership. It is concluded that a state academic review program can be most effective by fostering, encouraging, and nurturing a variety of self-policing arrangements within and among institutions. The agency would define standards, but direct state intervention would be the exception. Appended materials include criteria for recognition of national accrediting bodies and state agencies and categories and examples of potentially abusive institutional policies and practices included in institutional self-study forms. A bibliography is included. (SW)

Trani, Eugene P.

Higher Education in Nebraska: A Report Prepared for the Sloan Commission on Government and Higher Education.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.
Pub Date-Sep 78
Note-64p.; For related Sloan Commission documents see HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 482-490.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education, Administrative Policy, Community Colleges, Constitutional Law, Educational History, Educational Policy, Federal Aid, *Governance, *Government School Relationship, *Higher Education, Institutional Autonomy, Power Structure, Public Education, State Agencies, State Aid, State Boards of Education, State Colleges, *State Government, State Legislation, State Universities, *Student Financial Aid, Tables (Data)
Identifiers-*Nebraska, *Sloan Commission Studies

A brief description of the state of Nebraska introduces a detailed discussion of its system of higher education. The institutions are described: the state university, four state colleges, and technical community colleges in six districts. The history of postsecondary coordination in the state is outlined, with reference to the early lack of a single coordinating agency, legislative control of the system, the 1976 formation of a coordinating board, and the 1978 law providing role and mission statements for each postsecondary education segment. There is some discussion of conflicts between state agencies and institutions, arising from this uncommon governance system. Policy toward state aid to students and to the private sector is examined, and it is found that traditional and constitutional barriers have inhibited aid programs in the past. Federal aid programs are also outlined. Policies of access, tuition, room and board rates, and residency policies are briefly described. Data tables include state tax allocations to all segments since 1979; headcount enrollments since 1967 in all segments, including institution figures; State Student Incentive Grant allotments by the federal government; and a summary chart of student financial aid disbursements and recipients in each public institution. Appended is a list of all institutions in the state. (MSE)

ED 184 554 IR 008 236

Caldwell, Robert M. Rizza, Peter J., Jr.

A Computer Based System of Reading Instruction for Adult Non-Readers.

Pub Date-79

Note-14p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, *Basic Skills, *Computer Assisted Instruction, Demonstration Programs, Illiteracy, *Mathematics Instruction, Program Descriptions, *Reading Programs, Tutorial Programs

Identifiers-*PLATO

The Basic Skills Learning System is a modularized network of computer assisted tutorials, drills, tests, printed materials, and videotaped presentations directed at improving the basic reading, math, and language skills of adults who have mastered these skills at a level above third grade but below eighth grade. Advanced computer technology enables the system to locate and apply instructional methods which will enhance learning motivation, reinforce increased student achievement in the basic skills, and develop an improved model of management for student learning. Initial performance data from eight demonstration projects in adult basic education centers, correctional institutions, and public schools in Minnesota, Texas, and Maryland, indicates that learners gained on the average one entire year in reading after less than 12 hours of instruction, and one and one-half grade levels in math in less than 20 hours of instruction. Also, drop-out rates which usually reach as high as 50 percent in adult programs were less than five percent. These as well as other data seem encouraging and indicate that the Basic Skills Learning System offers a significantly effective instructional alternative. (Author)

ED 184 596 JC 800 015

Tomsic, James M.
Survey of 1978 Lorain County Community College Graduates.
Lorain County Community Coll., Elyria, Ohio.
Pub Date-Nov 79
Note-61p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Attendance, College Credits, College Graduates, College Transfer Students, *Community Colleges, Education Work Relationship, *Employment, Followup Studies, Full Time Students, *Graduate Surveys, *Majors (Students), Part Time Employment, Part Time Students, Questionnaires, *Relevance (Education), Salaries, Transfer Policy, Two Year Colleges, Vocational Followup, Working Hours

In Fall 1978, a survey was conducted of the 612 June 1978 graduates of Lorain County Community College (LCCC) to determine their post-graduation activities. The survey focused on: (1) employment and/or educational status; (2) employed graduates' salaries, hours worked per pay period, relatedness of job to LCCC major, length of employment, job title, and employers; (3) currently enrolled graduates' college of attendance, part-/full-time status, current major and its relatedness to LCCC major, transfer problems, and transfer of credits; and (4) the employment situation of those graduates who were neither enrolled nor employed. A 97.1% response rate was achieved. Major findings indicate that 77.3% of the respondents were employed, 28.1% were enrolled at a college, 15.3% were both employed and enrolled, and 7.9% were neither enrolled nor employed. Of the 167 graduates enrolled at a college, only 22 indicated they had had any transfer problems, though 58 students were unable to transfer all credits. The most popular fields of study were business, education, and engineering. A majority of the employed graduates (87.1%) were working full-time, and 59% held positions directly related to their LCCC major. Of the 47 graduates who were not employed nor enrolled in a college, only 4.4% were still seeking employment. Data tables presenting findings by curriculum area and a sample survey instrument are included. (JP)

ED 184 692 PS 011 332

Taylor, Carol Goodwin

Concepts of Justice Among Children in an Appalachian Community.

Pub Date-75

Note-103p.; Filmed from best available copy. Master's Thesis, University of Pittsburgh.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adolescents, *Children, *Concept Formation, *Justice, Literature Reviews, *Moral Development

Identifiers-*Appalachia

Responses to Piagetian-type stories were gathered from seven Appalachian children ranging in age from 7-14 years. Their responses were examined in two ways: (1) individually, in order to see whether each child's sense of justice had evolved in accord with the age findings of Piaget; and (2) collectively, in order to determine similarities and differences among the children concerning beliefs about several justice-related issues. Data on individual concepts of justice pointed to significant delays in the development of two children. Both subjects were functioning at a level of conceptualizing about justice that was far below the age findings of Piaget. Examined collectively, the data on justice-related issues revealed that the subjects varied widely in their notions about the nature and purpose of punishment; that they held equality to be more important than authority but less important than obedience; that they relied heavily on authority figures to resolve conflicts between children; and that they universally rejected the concept of collective responsibility. In sum, the data revealed evidence for the existence of some delay in subjects' senses of justice, especially as regards the issues of authority and obedience; however, the evidence was felt to be insubstantial as regards attributing these delays entirely to the restrictive atmosphere of Appalachia. (Author/JMB)

ED 184 735 RC 011 657

Johnson, Patricia And Others

In and Out 101 Activities to Enrich the Learning Experience.

Edwin Gould Outdoor Education Centers, Brewster, N.Y.
Spons Agency-Gould Foundation for Children, New York, N.Y.
Pub Date-Aug 79
Note-161p.
Available from-Edwin Gould Outdoor Education Centers, Gage Road, Brewster, NY 10509 ($8.00)
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Activity Units, Conservation Education, *Educational Games, Educational Media, Elementary Secondary Education, Environmental Education, *Experiential Learning, Games, *Handicrafts, *Learning Activities, *Natural Sciences, *Outdoor Education, Programs, Recreational Activities, Science Education
Identifiers-*Edwin Gould Outdoor Education Centers NY

Activities developed and used with children and adults participating in the program offerings of the Edwin Gould Outdoor Education Centers are presented. Information describing most activities includes name, description of the activity, objectives, supervision or help required, procedures, time involved, size of area required, materials, suggestions and comments, suggested student level, and observation and evaluation criteria. Projects are grouped under five major categories. Fourteen outdoor academic activities include compass activities, mapping and map symbol practice, snow science, stalking the wild poem, and survival shelters. Seventeen natural history projects range from a scavenger hunt, camouflage, egg carton explorations, and plot studies to sun flecks, water in spring, and web of life. Thirty-three outdoor crafts and projects describe broom-making, city trail making, Coke bottle craft, hobo stoves, igloo construction, bird feeders, leaf prints, totem poles, wind chimes, and other activities. Thirty-one indoor craft projects include burlap weaving, candle dipping, crystal garden, Indian beadwork, milk carton puppets, shrunken head, and pudding paint. Six outdoor games and recreation activities are A-MAZE-ING, I Love New York Marathoners Club, Pirate Treasure Hunt, Predator/Prey Game, Trash Can Scoop Ball, and Winter Games - Snow Snake. (NEC)

ED 184 791 RC 011 975

Ross, Cathy Fernandes, Roger

General Information about Native Americans. Native American Curriculum Series.

Curriculum Associates, Seattle, Wash.

Pub Date-79

Note-29p.; Multi-media kits are available. For related documents, see RC 011 976-980.

Available from-Curriculum Associates, 5715 58th Avenue N.E., Seattle, WA 98105 ($3.25 ea., $18.00 per set of all six titles, multi-media kits $350.00 ea., set of all six multi-media kits $1600.00)

Pub Type- Non-Print Media (100) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Culture, *American Indian Education, American Indian Languages, American Indian Literature, American Indians, Art Activities, Cultural Activities, *Cultural Awareness, *Cultural Background, Dance, Elementary Education, Extended Family, Illustrations, *Instructional Materials, Learning Activities, Legends, Linguistic Borrowing, Music, Resource Materials, *Social Studies, Tribes

Identifiers-American Indian History, *Cultural Contributions

The first in a series of Native American instructional materials, this booklet introduces elementary students to the culture and history of woodland, plains, desert, and coastal Indians. It presents an overview of philosophies common to most Native American cultures, differentiates the four Indian culture areas, and guides students in identifying their own culture and recognizing similarities and differences among cultures. Background information, legends, classroom activities, and discussion and evaluation questions are provided. Written in simple language, the booklet describes various types of Indian shelters, the extended family, the significance of Indian names, oral traditions, music and dance, languages (including manual signs and pictographs), tribal leaders, and a variety of Indian calendar systems. Student activities include completing a chart to show comparisons and contrasts among culture areas, constructing model shelters using materials available in the four culture areas, and finding the origin of English words that were borrowed from Indian languages. Directions and illustrations teach the Round Dance of the plains and desert cultures. The text includes references to films, books, and records containing related information. (JH)

Stodolsky, Susan S.

Ecological Features of Fifth-Grade Math and Social Studies Classes and Their Relation to Student Involvement.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-74-0037
Note-23p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Classroom Environment, Classroom Observation Techniques, Classroom Research, *Educational Research, Elementary Education, *Elementary School Mathematics, *Grade 5, *Social Studies, *Student Participation

Approximately 200 hours of observation of classes in 13 school districts, selected to represent diverse SES and expenditure levels, were coded for various dimensions of classroom activity structure. The coding categories were derived from prior work by Grump and Grannis. In addition, observations of individual students' on-task behavior were made. Results are presented which describe the salient features of mathematics and social studies classrooms at fifth-grade level. In addition, student involvement is examined in relation to various setting features in the context of a theoretical framework. (Author/MK)

ED 184 837 SE 030 453

Clarkson, Sandra P., Ed. And Others

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume IX: Problem-Solving Processes of Mentally Retarded Children.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-75

Grant-NSF-G-8847(MA)

Note-184p.; For related documents, see SE 030 451-458, ED 042 628, ED 042 632-633, and ED 080 382-384

Pub Type- Reports - Research (143) - Translations (170)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Secondary Education, *Mathematics Education, *Mathematics Instruction, Mental Retardation, *Problem Solving

Identifiers-School Mathematics Study Group, *Soviet Research, USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods of teaching mathematics directly influenced by the psychological research. Selected papers and books considered to be of value to the American mathematics educator have been translated from the Russian and appear in this series for the first time in English. The aim of this series is to acquaint mathematics educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. The articles in this volume are concerned with the instruction in problem solving of mentally retarded pupils in the auxiliary schools of the Soviet Union. Both articles in this volume describe research in problem solving and also provide concrete suggestions for improving instruction. The literature reviews contained in these articles provide us with much information on the state of research in the Soviet Union on problem solving in mathematics. (Author/MK)

ED 184 507 IR 008 100

Concordance: Title 17, Copyright Law. Keyword-in-Context Index.
Aspen Systems Corp., Germantown, Md.
Spons Agency-Library of Congress, Washington, D.C. Copyright Office.
Pub Date-79
Note-692p.; Small print may not reproduce clearly.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 030-002-00144-6)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors-*Copyrights, *Federal Legislation, Indexes, Laws, Permuted Indexes, Standards
Identifiers-Copyright Law 1976

This keyword in context index of Public Law 94-553, 90 Stat. 2541, the statute for the general revision of the Copyright Law (Title 17 of the United States Code) which was signed into law by President Gerald Ford in October 1976, is an alphabetical list of each word used in the statute, along with the words that stand immediately before and after that word. Some of the most common words, such as prepositions, direct and indirect articles, conjunctions, some verb forms, and the like, have been purposely excluded. A list identifying these excluded words, however, is provided. (FM)

ED 184 576 IR 008 267

A Comparative Evaluation of Alternative Systems for the Provision of Effective Access to Periodical Literature. A Report to the National Commission on Libraries and Information Science.

Spons Agency-National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-122p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Cost Effectiveness, Feasibility Studies, *Information Centers, *Information Systems, National Programs, *Periodicals, Planning, Systems Analysis, Tables (Data)

Identifiers-Access to Information, *National Periodicals Center

This evaluative study hypothesizes and addresses three system approaches to a National Periodicals Center (NPC) that could be pursued at this time: (1) System A, a non-intervention approach which assumes events will be allowed to develop without introduction of federal legislation designed to subsidize or create a National Periodicals System (NPS) or an NPC; (2) System B, the creation of a centralized single-collection NPC as a main component of an NPS, subsidized with federal funds; and (3) System C, the creation of a subsidized utility that offers requesting libraries access tools for identifying the location of periodical articles and performs switching of requests for article copies to multiple market-oriented, fee-charging supplier sources. This system would be coupled with creation and operation of a dedicated NPC market type collection for items not covered by market-oriented document suppliers. The study's overall view is that cost economies by themselves do not provide a rationale for adopting either system B or C, and that there are other criteria of greater importance which warrant further study. Chapters of the report discuss background, systems and issues, and criteria elements, and analyze financial costs and benefits, as well as qualitative issues. Tables and figures provide relevant data. (FM)

ED 184 486 HE 012 538

Krauth, Barbara, Ed.

Postsecondary Education Program Review: Report of a WICHE-NCHEMS Workshop and Study.

National Center for Higher Education Management Systems, Boulder, Colo.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date-Feb 80

Note-166p.

Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*College Planning, *Curriculum Evaluation, *Educational Assessment, Geographic Regions, Higher Education, Institutional Research, Needs Assessment, Postsecondary Education, *Program Evaluation, Resource Allocation, *Self Evaluation (Groups), State Departments of Education, *Statewide Planning

Identifiers-Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

Proceedings of a workshop on program review in postsecondary education and a report of a program review study are presented. The workshop was designed to acquaint participants with the changing academic planning environment, to provide a better understanding of the purposes of program review, and to exchange ideas for improving procedures. Its focus was on procedures in the 13 western states; the emphasis was on the relationship of state agency practices to institutional program review. The presentations cover the range from theoretical to actual practices, from the context in which program review will continue to take place to the use of quantitative measures to evaluate quality. The report is the result of a survey of institutions and state higher education agencies in the 13 western states. It examines the issues involved in program review, describes the approaches taken to it, and clarifies the differences in program review activities at the state and institutional levels. State profiles are given for Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Tables provide: institutional responses by level; involvement in development of current procedures; purpose for review; criteria for review of new program proposals; date present policies were initiated; criteria for selection of programs for review; criteria for review of existing programs; and relation of program review to other activities. (SW)

ED 184 531 IR 008 204

Gorman, E. Thomas
Bibliography of Books on Consumer Affairs.
Pub Date-Apr 78
Note-9p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Books, *Consumer Education, *Consumer Protection
Identifiers-*Consumers

Used in Virginia Polytechnic Institute's Consumer Studies courses, this bibliography lists 115 books, published from 1963 to 1978, on related consumer subjects. Most are late-70s publications. Subjects include health, food, economics, and the consumer movement. (JD)

ED 184 772 RC 011 953

Mora, Magdalena, Ed. Del Castillo, Adelaida R., Ed.

Mexican Women in the United States: Struggles Past and Present. Occasional Paper No. 2.

California Univ., Los Angeles. Chicano Studies Center.

Pub Date-8 Mar 80

Note-213p.

Available from-Chicano Studies Research Center, Publications, University of California/Los Angeles, 405 Hilgard Ave., Los Angeles, CA 90024 ($13.40, California residents include sales tax $ .76)

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Activism, Court Litigation, Demography, Employed Women, Essays, Females, *Feminism, Labor Force, *Labor Problems, Labor Relations, Life Style, *Mexican Americans, *Politics, Sex Role, Social Action, Social Attitudes, Social Change, Spanish Speaking

Identifiers-*Chicanas, Chicano Movement, *Sterilization

The primary objective of this volume of 22 essays is the documentation and appraisal of Mexican women's participation in the struggle against national oppression, class exploitation and sexism. Part One deals with integration and development, with three articles referring to the Chicana and her role as activist and woman in the Chicano movement. Three other articles, addressing the political integration and development of women, focus on the issue of female liberation. Part Two deals with sterilization abuse, first presenting an overview of the predominantly punitive rationale underlying the advocacy of sterilization in this country and then describing the case of 10 women in Los Angeles who, after being sterilized without having given informed consent, filed a civil action suit against the medical institution in which the sterilizations were performed. Part Three deals with labor activity and focuses on the exploitation of Mexican women by such groups as the apparel and electronics industries. Part Four documents past struggles; its essays discuss (1) incipient labor activities in 19th century Mexico, (2) the situation of working class women in the Southwest, (3) Sara Estela Ramirez, a leader in the Partido Liberal Mexicano, and (4) organization drives of the International Ladies Garment Workers' Union. The final part features a collection of four essays on the lives and times of individual Mexican women. Appended is an article titled Profile of the Chicana: A Statistical Fact Sheet.'' (Author/DS)

ED 184 315 FL 010 991

Chinese-Mandarin: Basic Course. Volume IV, Lessons 40-51.
Defense Language Inst., Monterey, Calif.
Pub Date-Jun 65
Note-355p.; For related documents, see FL 010 988-992 and FL 011 000-010.
Available from-Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940 ($6.10; accompanying cassettes $9.60)
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Audiolingual Methods, *Grammar, *Ideography, Instructional Materials, *Mandarin Chinese, *Military Science, Pattern Drills (Language), *Reading Instruction, *Second Language Instruction, Second Language Learning, Speech Instruction, Translation, Visual Aids, Vocabulary Skills, Writing Instruction
Identifiers-*Dialogs (Language Learning)

This is the fourth of 16 volumes of audiolingual classroom instruction in Mandarin Chinese. The course is designed to train native English speakers to Level 3 Foreign Service Institute proficiency in comprehension and speaking, and to Level 2 proficiency in reading and writing Mandarin. The present volume emphasizes the development of facility in reading and writing Chinese characters. Some attention is also paid to the development of oral facility. Instructional materials in the 12 lessons include dialogues, vocabulary drills, grammar analyses, translation and question-answering exercises, pattern drills, and reading and writing exercises. The emphasis of the course is on military science. (JB)

ED 184 357 FL 011 161

Nahrgang, W. Lee

Screening Students for Intensive Courses: A Survey of Past and Current Practice, with Suggestions for New Programs.

Pub Date-79

Note-11p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Minneapolis, MN, April 19-21, 1979).

Available from-Not available separately; See FL 011 156.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Admission Criteria, *Intensive Language Courses, Language Aptitude, *Screening Tests, *Second Language Instruction, *Second Language Learning, Second Language Programs, *Student Motivation

The first step in implementing an intensive language program is a publicity campaign to arouse student interest. The second step involves the employment of some device for pre-enrollment screening. Among screening methods, objective measurements of aptitude or ability have proven useful in the selection process. In addition, objective means of determining enthusiasm or motivation may be utilized. Subjective assessments of motivation, such as a self-expectancy questionnaire, are also available. Methods that consider ability, aptitude, and incentive are superior to those that consider only one factor. However, motivation may well be the critical factor in determining success or failure in an intensive course, and should therefore be the primary criterion for admission. The best means of discouraging the enrollment of the less promising among those who express interest may involve a process of self-screening in which students are informed of the demanding nature of the program and allowed to determine for themselves whether their own ability and motivation will suffice. Finally, if self-screening is the only means of selection used, preregistration and postenrollment screening are advisable. (Author/JB)

ED 184 432   HE 012 449

Stampen, Jacob O.

Conflict, Accountability and the Wisconsin Idea: Relations Between Government and Higher Education in Wisconsin 1965 to 1978.

Pub Date-Nov 78

Note-176p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Historical Materials (060) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Accountability, Collective Bargaining, College Faculty, College Role, *Educational Finance, Elementary Secondary Education, Enrollment Trends, Federal Regulation, Government Role, *Government School Relationship, *Higher Education, Political Issues, Private Colleges, Productivity, Program Development, Public Education, State Aid, *State Colleges, *State Government, Student Financial Aid

Identifiers-*Sloan Commission Studies, University of Wisconsin, *Wisconsin

Recent interactions between the state government (and to a lesser extent the federal government) and public higher education in Wisconsin are examined, and some of the major issues and actions from 1965 to the present are reviewed in order to identify imbalances that could jeopardize a health tension'' between the two sectors. Some of the elements of the tension that remain unresolved at the end of the 1970's are: state appropriations and public expectations, government intervention and scrutiny, federal attitudes toward higher education as reflected in student aid policy and programs, productivity in the face of declining resources, the role of collective bargaining, reappropriation of federal funds (applying state priorities to federal appropriations), and enrollment declines. Some positive changes have occurred that could help to restore a more agreeable balance in the higher education-state relationship in Wisconsin. First, public universities seem to be more united than in the last two decades. Second, the growth of federal student aid funds has stimulated a common interest in student aid in the private and public sectors. Third, it seems unlikely that conditions like those in the early 1970's that put higher education institutions in the midst of political controversy will occur again. It is concluded that the way academics perceive their roles may be the most important determinant of higher education in the future, and the perceptions that emerge will have important implications for relationships with government. Appended are data on: (1) University of Wisconsin (UW) system tuition charges from 1960 to 1978; (2) 1975-76 state public and private school enrollments by grade (grades 4-12); and (3) sources of funds for the UW system between 1968-69 and 1978-79.

ED 184 616 JC 800 164

Meier, Terre

Washington Community College Factbook Addendum A: Student Enrollments, Academic Year 1978-79.

Washington State Board for Community Coll. Education, Olympia.
Pub Date-Jan 80
Note-123p.; Several tables were removed due to irreproducibility
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Age, College Credits, *Community Colleges, Community Education, Enrollment, *Enrollment Trends, Ethnic Groups, Females, Full Time Equivalency, Full Time Students, General Education, Majors (Students), Males, Out of State Students, Part Time Students, *State Surveys, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students, Vocational Education
Identifiers-*Washington

In order to reveal trends in community college enrollments in Washington, student demographic and enrollment data for academic year 1978-79 were compiled and compared with figures for previous years. The study report provides annualized averages for full-time equivalent (FTE) enrollments for the years 1968-69 to 1978-79 and quarterly and annualized student enrollments by institutional intent (i.e., academic, occupational, or community service) for the same period. Quarterly enrollments are summarized systemwide and by district. Student characteristics that were focused upon in the study include age, sex, ethnic background, previous year's activities, veteran and residency status, credit-hour load, enrollment category, and headcount and FTE enrollments by time and location. Study findings for 1978-79 include the following: (1) 52.4% of the students were enrolled in an academic category, 46.2% in an occupational category, and 1.4% in a community services category; (2) of the 180,922 students enrolled, 22% were less than 21 years old; (3) female enrollments exceeded male enrollments by 10% (55% vs. 45%); (4) 4.34% of the students were from out of the state; (5) veteran enrollments dropped from 14% in 1975 to 6.51% in 1978; (6) 75.3% of the students were Caucasians; (7) 65% of the students were enrolled on a part-time basis; and (8) fall quarter FTE's increased by more than 463% between 1962 and 1978. (JP)

ED 184 653 JC 800 242

Muraski, Ed J.

Teaching How to Get a Job.

Pub Date- 80

Note-12p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ancillary School Services, Career Counseling, *Community Colleges, Community Services, Course Content, Course Descriptions, *Curriculum Development, Educational Responsibility, Employment Interviews, Job Applicants, *Job Application, Minicourses, Seminars, Skill Development, Teacher Role, Two Year Colleges, Two Year College Students, *Vocational Education, Vocational Education Teachers

The need for including job entry application skills training in vocational curricula is pointed to by occasions when A-students'' fail to compete successfully in the job market and survey results that reveal that 50% of the reasons why employers reject applicants are related to the job application process. These skills, taught by the vocational instructor or by someone with more expertise in personnel management, can be covered in any one of five modes: in a separate class to be conducted in the last half of the spring semester before graduation; in a section or component within an advanced class; in seminars conducted by the college's commuqity services section; as a component of the college's cooperative education, work experience, or placement services; or as a service of the college's career counseling center. Instructional content will depend upon the mode that is used, but should include a hierarchy of skills, including: (1) those which must be stressed, such as tips for applying for jobs, writing resumes, and handling job interviews; and (2) optional topics, such as management/staff relationships, affirmative action policies, professionalism, and career planning. Guest speakers and assignments requiring students to apply and interview for a job could be employed in the instructional process. A suggested outline for a career information course is appended. (JP)

ED 184 714 PS 011 356

A Bibliography of Bilingual-Bicultural Preschool Material for the Spanish Speaking Child. Supplement II.

InterAmerica Research Associates, Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 79
Contract-180-76-C-0011
Note-85p.; For related documents, see ED 142 045 and ED 152 432.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Annotated Bibliographies, *Audiovisual Aids, Bilingualism, Cultural Awareness, Higher Education, *Instructional Materials, Multicultural Education, *Preschool Education, Second Language Learning, *Spanish Speaking, Staff Development, *Teacher Education

This annotated bibliography was prepared by InterAmerica Research Associates for use by teachers and paraprofessionals working in early childhood programs serving Spanish-speaking children throughout the United States. The materials are presented under three major categories: staff development, instructional materials, and supplemental materials. The staff development section contains only materials which have been identified as instructional for the preschool staff rather than the preschool children. The instructional materials section lists materials which can be used separately to develop specific skills in children or teaching personnel. This includes instructional units and activities. The supplemental materials section which is divided into four subsections (kits, storybooks, records, and other), provides materials to aid in the instructional process. Annotations and order information are included in each section. (Author/MP)

ED 184 861 SE 030 514

Bell, Ellen

Urban Environmental Education Project, Curriculum Module III: Urban Transportation - Where Are We Going?

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-75p.; For related documents, see SE 030 511-519.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bicycling, *Class Activities, Energy, *Energy Conservation, Environment, Environmental Education, Regional Planning, *Transportation, *Urban Education, Urban Environment, *Urban Planning
Identifiers-*Energy Education

Included in this module are five activities dealing with modes of transportation in the urban environment. The activities include: (1) a discussion of transportation considerations in urban areas; (2) discussion of bikeways and their desirability in the urban environment; (3) the bikeway and the environment; (4) designing a bikeway; and (5) decision-making concerning a bikeway. Also included are an overview, teacher background information, an activity preview, and a pretest. A module evaluation form is provided. (RE)

ED 184 337 FL 011 129

Baetens Beardsmore, Hugo

The Recognition and Tolerance Level of Bilingual Speech. Working Papers on Bilingualism, No. 19.

Ontario Inst. for Studies in Education, Toronto. Bilingual Education Project.

Pub Date-79

Note-15p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, Communicative Competence (Languages), Cues, *English (Second Language), *Language Attitudes, *Personality Assessment, *Semantic Differential, Sociolinguistics, *Speech Communication, Syntax

Two experiments, based on the semantic differential technique, were designed to measure the tolerance level of bilingually marked English in a functional bilingual's speech. In the first experiment, marked syntactic cues were rated by different groups of judges as generally indicative of non-bilingualism, although on the whole they were not considered as impairing intelligibility. The marked syntactic cues, when isolated from morphophonemic elements, did not allow for a clear distinction between the functional bilingual and native-speakers using similar non-standard features in monoglot English. In the second experiment centering on the same subject and based on recorded speech, clear gradations were noted in the level of recognition and tolerance level of bilingually marked English. This was generally rejected as not indicative of bilingual competence by other bilinguals, by native-speaker monoglots and by learners of English, even if fouqd to be acceptable and reasonably comprehensible. The results imply an inherent disparity between certain linguistic or widely held definitions of bilingualism that do not correlate with sociolinguistic data and the reality of some types of bilingual cases. (Author/PMJ)

ED 184 398 HE 012 395

Dupre, Beverly B.

University Family: Institutional Commitment to Educational Opportunities for Black Students.

Pub Date-Apr 79

Note-13p.; Paper submitted to the American Council on Education for the Fellows Program in Academic Administration

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Administrative Policy, *Black Students, *Black Teachers, *College Desegregation, College Environment, Desegregation Plans, *Equal Education, Federal Aid, Higher Education, Leadership, Minority Groups, Private Colleges, *Racial Integration, Student Needs, Student Recruitment, Teacher Recruitment

Identifiers-Advanced Institutional Development Program, *Loyola University LA

Efforts of Loyola University in New Orleans to recruit and retain minority students since the early 1970's are reported. A task force was assigned to study the university's role in providing opportunities to blacks, in terms of course offerings, student recruiting strategies, faculty recruiting policies, and other issues. A grant of $1.8 million was received from the Advanced Institutional Development Program for further efforts. Task force subcommittees were created to address hiring practices, development and public relations, student affairs, and academic affairs. A black president from a neighboring uqiversity was brought in as a consultant. Questionnaires were distributed to units within the university to gather information on current practices and needed changes. The task force concluded that: (1) special efforts needed to be made to make the entire university community aware of black

Rumble, G. W. S. V.

A Case Study in Distance Learning Systems: Costa Rica's Universidad Estatal a Distancia.

Open Univ., Walton, Bletchley, Bucks (England).
Pub Date-78
Note-52p.; Colored pages may not reproduce clearly.
Available from-The Open University, Centre for International Cooperation and Services, Walton Hall, Milton Keynes, MK7 6AA, Bucks, England.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Studies, College Administration, College Admission, College Programs, *Cultural Context, Curriculum Development, Educational Finance, Educational Radio, Educational Television, External Degree Programs, Foreign Countries, *Higher Education, *Institutional Characteristics, *Open Universities, Physical Geography, Politics, School Organization, Sociocultural Patterns, Socioeconomic Influences, Student Evaluation
Identifiers-*Costa Rica, *Universidad Estatal a Distancia

A case study of Costa Rica's Universidad Estatal a Distancia, an Open University school with a distance learning system, is presented. Areas of discussion include characteristics of the country, the educational system of Costa Rica, and the university. Specific topics include: the physical setting of Costa Rica; the population; the economy; communications; the political situation; the educational system since the early 1970's; the national plan for higher education 1976-1980; origins of the Universidad Estatal a Distancia; characteristics of students; programs of study; curriculum development; television and radio instructional programs; student admission, registration, and

ED 184 508 IR 008 102

Amling, Russell K.

Descriptive Study Documenting Steps Required in Planning a Library Tour with Subsequent Evaluation.

Pub Date-79

Note-89p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Checklists, Evaluation, *Field Trips, *Planning, Records (Forms), *Special Libraries

This document presents a descriptive documentation of the steps that were required in planning and evaluating an academic tour of special libraries that was sponsored by Mankato State University of Mankato, Minnesota. It is divided into five parts: (1) introduction, (2) internal and external tour procedures, (3) checklist of tour planning steps, (4) results of the tour, and (5) summary of tour planning and evaluation procedures. Appended materials include logistical forms used by the university for student participation, the evaluation form, and copies of correspondence with appropriate commercial firms. (JD)

ED 184 532 IR 008 205

Madey, Doren L. And Others

Building Capacity for Improvement of Educational Practice: An Evaluation of NIE's State Dissemination Grants Program. Interim Report.

NTS Research Corp., Durham, N.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Contract-400-76-0166

Note-101p.; For a related document, see ED 164 592.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Data Collection, *Educational Improvement, *Educational Practices, *Federal Programs, Graphs, *Information Dissemination, Maps, Program Evaluation, *State Departments of Education, Tables (Data)

Identifiers-State Capacity Building Program, *State Dissemination Grants Program

The processes used by State Education Agencies (SEAs) to develop capacity for gaining access to information resources and for linking such resources to the needs of educators are described by studying SEAs that have received capacity building grants. Included are an overview of the evaluation, purposes of the study, framework, evaluation questions, data collection methods, analytic techniques, and findings. A description of the scales used to measure facets of an SEA dissemination system is appended. (Author/JD)

ED 184 597 JC 800 019

Roueche, John E. And Others

Assessing Student Opinions of the Learning Experience: An Instrument Packet.

Pub Date-79
Note-47p.; Prepared for the Media Systems Series in Creative Teaching.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Measures, Community Colleges, Course Content, *Course Evaluation, *Data Analysis, Evaluation Criteria, Formative Evaluation, Measurement Objectives, Measurement Techniques, Self Evaluation (Individuals), *Student Attitudes, Student Evaluation of Teacher Performance, Student Participation, Teacher Effectiveness, Teaching Methods, Two Year Colleges

A set of instruments are provided that were designed to assess student attitudes toward their learning experience in terms of course content, teaching methodology, instructor effectiveness, and the extent of learner involvement. Specifically, the six instruments assess: (1) quick general impressions; (2) student opinion of course content; (3) student opinion of instructional methods; (4) personal reactions to various classroom activities; (5) student evaluation of his/her own input; and (6) student opinion of the instructor. The booklet, organized around the six instruments, first discusses the administration of the instruments and makes suggestions about instructions for the students. The semantic differential technique employed in the quick general reaction form (#1

ED 184 635 JC 800 193

Beckwith, Miriam M.

The Humanities Curriculum in Washington's Two-Year Colleges.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date- 80

Note-25p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advanced Courses, Anthropology, Art Education, *College Curriculum, *Community Colleges, Courses, Credit Courses, *Curriculum Evaluation, Ethnic Studies, Film Study, History Instruction, Human Geography, Humanities, *Humanities Instruction, Interdisciplinary Approach, Introductory Courses, Literature, Minicourses, Music Education, Non Credit Courses, Philosophy, Political Science, Scheduling, Second Language Instruction, *State Surveys, Theater Arts, Two Year Colleges

Identifiers-*Washington

A study was conducted by the Center for the Study of Community Colleges to determine the different emphases and program strengths within the humanities curricula at the 27 Washington State community colleges. Information contained in the Fall 1979 class schedules of the colleges was used to evaluate the following disciplines: history/appreciation of art; history/appreciation of music; history/appreciation of film and theater; cultural anthropology; cultural geography; foreign languages (including English as a second language); literature; history; philosophy; political science; interdisciplinary humanities; and ethnic studies. Remedial or adult basic education courses were excluded. Study findings include the following: (1) 894 credit courses and 1,222 sections were offered within the humanities curricula; (2) 95 non-credit courses were offered for personal enrichment; (3) foreign languages made up 26.6% of the humanities courses, followed by history (17.5%), literature (13%), and

ED 184 673 PS 011 296

Report on Federal Government Programs That Relate to Children.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report NO.-DHEW-OHDS-79-30180

Pub Date-79

Note-134p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, *Children, Day Care, Delinquency, Early Childhood Education, Family Planning, Family Programs, *Federal Aid, Federal Legislation, *Federal Programs, Food, Health, *Infants, Nutrition, *Parents, Poverty Programs, Resources, Social Services, *Youth

This report contains summaries by representatives of major federal agencies of the ways in which their programs relate to children. Generally, each reporting agency provides a brief description of programs, information on authorizing legislation, appropriations and any recent program modifications as well as names of any programs that have been authorized, but not funded. A number of agencies that do not have specific legislated mandates for serving children have prepared summaries of the ways in which their general programs affect children. Reporting agencies are: Agency for International Development; Action; Appalachian Regional Commission; Community Service Administration; Consumer Product Safety Commission; Consumer Affairs; Federal Trade Commission; Government Printing Office; International Communication Agency; Library of Congress; National Aeronautics and Space Administration; National Endowment for the Arts; National Endowment for the Humanities; National Science Foundation; Smithsonian Institution; Verterans Administration; and the Departments of Agriculture, Commerce, Defense, Energy, Housing and Urban Development, Interior, Justice, Labor, State, Transportation, Treasury, and Health, Education and Welfare. It should be noted that this report does not intend to provide complete information on all government programs or projects, or on all government agencies that have programs which affect children.

ED 184 693 PS 011 333

Anttonen, Ralph G. Dianna, Michael

Informal Education: Where Does It Make a Difference.

Pub Date-Feb 80
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Rating, Achievement Tests, Comparative Analysis, Elementary Education, *Elementary School Students, Environmental Influences, Grade 3, Individual Differences, *Open Education, *Socioeconomic Status, Standardized Tests, *Traditional Schools

The purpose of this study was to determine whether there were significant differences in the academic achievement of children attending three different types of school: a model open'' school, a comparable traditional'' school, and a traditional school with a student population from a higher socioeconomic area. Data based on standardized achievement tests (Comprehensive Test of Basic Skills, CTBS) were gathered from approximately 95 third graders over a two-year period for each of the three schools. In addition, a control for intelligence was obtained by analyzing a discrepancy score based on predicted achievement, rather than actual grade equivalent. One way analysis of variance on discrepancy scores revealed significant differences for the subtests of Reference, favoring the model open'' school, and Social Studies, favoring the higher socioeconomic traditional'' school. Analysis of discrepancy scores, collected at the

El Transportador de las Particulas. Explorando el Mundo Natural-Nivel 3 (The Transporter of the Particles. Exploring the Natural World Level 3.)

California State Polytechnic Univ., Pomona.; Florida State Univ., Tallahassee.
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.--403GH60003
Pub Date-77
Grant-G007604653
Note-70p.
Language-Spanish
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bilingual Education, Elementary Education, Energy, Experimental Curriculum, *Individualized Instruction, *Instructional Materials, Intermediate Grades, Multicultural Textbooks, Observational Learning, *Pacing, Pilot Projects, *Science Education, *Science Experiments, Scientific Methodology, *Spanish, Student Projects

The Intermediate Science Curriculum Study Spanish language science instruction manual for the intermediate grades focuses on energy of many types. The soft bound volume uses self-pacing and individualized learning to guide the students through a series of experiments. Basically, the students are asked to think about what they do and see, evaluate whether or not they understand, and review the material. Subject material includes: electrical energy; making batteries; electrolysis; energy in action; various types of energy; a model of particles; particle reactions; and calories. Each chapter contains a materials list, a short note about chapter emphasis, and specific points of interest, followed by an introduction of the subject. A series of related experimental activities follows, with notes and questions for the student based on observation of the particular phenomena involved. Illustrations often indicate correct methodology for the experiments and related principles. English language teacher education materials and a

ED 184 811 SE 029 966

The Youth Conservation Corps Environmental Education Resource Guide.
Department of the Interior, Washington, D.C. Office of Youth Programs.; Forest Service (DOA), Washington, D.C.
Pub Date- 79
Note-563p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-*Conservation (Environment), Conservation Education, *Education Work Relationship, *Employment Programs, Environment, *Environmental Education, Labor Utilization, Natural Resources, Outdoor Education, Public Policy, Student Employment, *Youth Employment

This resource guide is intended for use by Youth Conservation Corps (YCC) staff members to incorporate environmental awareness into all aspects of the YCC program. Information is provided to assist the staff members in developing programs appropriate for individual programs. No firm rules or instructions are intended. Sections included in the guide are: (1) environmental awareness implementation; (2) ecological/environmental concepts; (3) work/environmental awareness opportunities; (4) special emphasis areas; (5) environmental investigations; (6) environmental awareness program materials; (7) assorted ideas of potential use to YCC staff; and (8) appendices. (Author/RE)

ED 184 379 FL 011 309

Schiffman, Harold

A Reference Grammar of Spoken Kannada.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-79

Contract-G007801861

Note-172p.

Pub Type- Reference Materials (130) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Descriptive Linguistics, Dialects, *Dravidian Languages, *Grammar, *Kannada, Language Patterns, Nouns, *Phonology, *Reference Materials, Standard Spoken Usage, *Syntax, Verbs

Identifiers-National Defense Education Act Title VI

This reference grammar is a description of the speech of educated people of the Bangalore/Mysore area of Karnataka State in South India. This particular dialect is used in films and, to some extent, on the radio. The four sections of the book deal with: (1) phonology, (2) the noun phrase, (3) the verb phrase, and (4) syntax. Each item that is explained is accompanied by illustrative examples. A bibliography is included. (AMH)

ED 184 416 HE 012 431

White, Geoffrey

Federal Support of Academic Research. Working Paper, Preliminary Draft.

Spons Agency-Sloan Commission on Government and Higher Education, Cambridge, Mass.

Pub Date-17 Apr 78

Note-128p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrative Organization, Contracts, Decentralization, Educational Finance, Evaluation Methods, *Federal Aid, *Federal Programs, Federal Regulation, *Government School Relationship, Grants, Higher Education, Institutional Administration, *Research, Research and Development Centers, Research Opportunities, *Resource Allocation

Identifiers-*Sloan Commission Studies

An introduction to the subject of federal support to academic research is presented. It is noted that total federal support to academic research in fiscal 1976 came to roughly $4.5 billion, close to a third

ED 184 555 IR 008 237

Huang, Che-tsao

Monograph of Doctoral Studies in Educational Technology: 1960-1970.

Pub Date-79

Note-98p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Doctoral Degrees, *Doctoral Dissertations, *Educational Technology, Graduate Study, Higher Education, History

This study analyzes the nature and scope of doctoral theses in educational technology produced during 1960-1970. The review consisted of two segments: the first concerned the collection of data from doctoral granting institutions, while the second segment focused on classification categories as indicated by the doctoral recipients. A total of 468 doctorates in educational technology were granted by 26 institutions during this time period. The alphabetical listing by author in Part I provides the dissertation title, graduating institutions, and year of graduation. In Part II, dissertations are cited by title in one of 32 subareas (i.e., categories) as assigned by the recipients or the author. A list of the 36 participating institutions is attached. (RAO)

ED 184 792 RC 011 976

Ross, Cathy Fernandes, Roger

Woodland Culture Area. Native American Curriculum Series.

Curriculum Associates, Seattle, Wash.

Pub Date-79

Note-24p.; Multi-media kits are available. For related documents, see RC 011 975 and RC 011 977-980.

Available from-Curriculum Associates, 5715 58th Avenue N.E., Seattle, WA 98105 ($3.25 ea., $18.00 per set of all six titles, multi-media kits $350.00 ea., set of all six multi-media kits $1600.00)

Pub Type- Non-Print Media (100) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Culture, *American Indian Education, American Indian Languages, American Indian Literature, American Indians, Art Activities, *Cultural Activities, *Cultural Background, Drama, Elementary Education, Food, Illustrations, *Instructional Materials, Leaders, Learning Activities, Legends, Resource Materials, *Social Studies, Tribes, United States History

Identifiers-American Indian History, Cherokee (Tribe), Cultural Contributions, Iroquois (Nation), Shawnee (Tribe), United States (East)

One in a series of Native American instructional materials, this

ED 184 838 SE 030 454

Clarkson, Sandra P., Ed. And Others
Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume X: Teaching Mathematics to Mentally Retarded Children.
Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-G-8847(MA)
Note-239p.; For related documents, see SE 030 451-458, ED 042 628, ED 042 632-633, and ED 080 382-384
Pub Type- Reports - Research (143) - Translations (170)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Elementary Secondary Education, Geometric Concepts, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mental Retardation, Number Concepts
Identifiers-School Mathematics Study Group, *Soviet Research, *USSR

This is one of a series that is a collection of translations from the extensive Soviet literature of the past 25 years on research in the psychology of mathematics instruction. It also includes works on methods

ED 184 358 FL 011 162

Brimm, Laura And Others

Foreign Languages for Gifted Learners.

Pub Date-79
Note-10p.; Paper presented at the Central States Conference on the Teaching of Foreign Language (Minneapolis, MN, April 19-21, 1979).
Available from-Not available separately; See FL 011 156.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Gifted, Secondary Education, *Second Language Instruction, *Second Language Learning, *Second Language Programs, *Student Characteristics, *Teaching Methods

Gifted students share a number of common characteristics, including

ED 184 577 IR 008 269

Emrick, John A. Peterson, Susan M.

A Synthesis of Findings across Five Recent Studies in Educational Dissemination and Change. Revised Version.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Grant-OB-NIE-G-78-0103

Note-108p.; Tables 1 and 3 A-D will not reproduce. For related documents, see ED 156 109 and ED 158 701.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

ED 184 736 RC 011 705

Hoffman, Jeanne, Comp. And Others
Position Paper and Recommendations: The Family and Child Development.
Council on Appalachian Women, Mars Hill, N.C.
Pub Date-78
Note-12p.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Advocacy, Child Development Centers, Childhood Needs, Child Rearing, *Children, Child Welfare, Community Involvement, Cultural Background, Cultural Influences, Delivery Systems, *Family Life, Family Life Education, *Federal Legislation, *Human Services, *Needs, *Rural Family, Social Values
Identifiers-Appalachia, Appalachian Regional Commission DC, *Council on Appalachian Women

The Couqcil on Appalachian Women calls upon the governors of the Appalachian region to provide the leadership necessary for change that will benefit children and adults alike, that will provide access to the

ED 184 509 IR 008 103

Directory of Medical Libraries in New York State. Fifth Edition.
New York State Library, Albany.
Pub Date-79
Note-89p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Budgets, Interlibrary Loans, Library Collections, *Medical Libraries, Nonprofessional Personnel, Policy, Professional Personnel, Publications, Statistical Data

compulsive actions (hand washing, letter writing), poor memory, and fits of anger over minor frustrations. Suggestions for reducing culture shock include preconditioning oneself by associating with international groups, looking toward a global frame of reference based on trust, and practicing body awareness to detect changes which signify a stress reaction. (Author/KC)

in embassy schedules, providing encounters with small groups of informed students, asking diplomats for advice on how to question other diplomats more intelligently, arranging adequate press coverage, and escorting the diplomat to interesting places in the community. (DB)

ED 184 948 SO 012 482

Thorndyke, Perry W.

Heuristics for Knowledge Acquisition from Maps.

Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report NO.-Rand-N-1193-ONR
Pub Date-Jul 79
Contract-N00014-78-C-0042; NR-157-410
Contract-N00014-78-C-0042; NR-157-410
Note-21p.; For related documents, see SO 012 483. Paper prepared for presentation at International Joint Conference on Artificial Intelligence (6th, Tokyo, Japan, August 1979).
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($3.00).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, Cognitive Objectives, Cognitive Processes, *Cognitive Style, Educational Research, Knowledge Level, Learning Experience, *Learning Processes, *Locational Skills (Social Studies), *Map Skills, Postsecondary Education, Problem Solving, Task Analysis

This paper investigates how people acquire knowledge from maps. Emphasis is placed on heuristics defined as the procedures that people use to select, combine, and encode map information in memory. The objective is to develop a theory of expertise in map learning by analyzing differences between fast and slow learners in terms of differences in their learning heuristics. The document is presented in five sections. Section I introduces the scope of the research study. Section II explains the knowledge acquisition process. Section III analyzes four types of learning processes involved in map learning attention, encoding, evaluation, and control. Specific skills discussed include systematic sampling, couqting, memory-directed sampling, association, evaluation, and pattern encoding. Section IV analyzes differences in learning styles among eight individuals during a map drawing exercise. Findings indicated that subjects who stressed certain heuristics (including imagery, pattern encoding, and memory directed sampling) were able to reproduce maps from memory more correctly than subjects who stressed other heuristics (including evaluating material already learned and random sampling). The final section offers conclusions including that good learners differ from poor learners in their ability to encode spatial information, evaluate learning progress, and focus attention in accordance with a learning plan. Additional research is suggested on training people to use successful heuristics. (Author/DB) studies, tips for teaching, folklore, and primary source materials are included. The annotations are both descriptive and evaluative and include suggestions for the use of the materials. To educators in Michigan, the materials are available through the Southeast Michigan Regional Ethnic Heritage Studies Center. (Author/RM)

necessary to live in a society dedicated to freedom and justice (the first two are stocking the mind with knowledge and vocational/professional preparation); the relationship of humanism to problems of science and education; teaching ethics in the American undergraduate curriculum, 1876-1976; and William James as an educator. (KC)

Teacher Attitudes, *Teacher Behavior

The question addressed in this research report was, What relationship exists between the mood of the teacher and the teacher's classroom instructional behavior, especially that which is supportive in nature.'' Three urban, three suburban, and three rural second grade teachers were the subjects of the study. A description is given of the teachers, their classrooms, and the school environments. The methodology of the research project is explained and descriptions are provided of supportive and nonsupportive instructional behaviors in each teacher's class. Comparison of data for all teachers and lessons observed is presented in tabular form. Discussion and implications of the study for the teacher, administrator, teacher educator, and researcher are included. Appendices include samples of the questionnaire used in the study. (JD)

ED 185 037 SP 015 845

Ragan, Stephen W.

An Application of the Direct Instructional Model to Large Group Instruction: A Statement of Position.

Pub Date-Mar 79

Note-14p.; Paper presented for the Association for Special Education Technology at the Annual Convention of the Association of Educational Communication and Technology (New Orleans, LA, March 8, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention Control, *Constructed Response, Feedback, Interaction, *Large Group Instruction, Learning Motivation, *Reinforcement, Stimulation, Teacher Effectiveness, *Teaching Methods, Teaching Models

Identifiers-*Direct Instructional Method

The direct instructional method'' of teaching is a systematic approach for directing the learner's attention and eliciting an appropriate response. While this method is generally used in small group instruction, this paper suggests that it can be equally effective in large groups, and examples are given of ways to use this strategy. Application of the method to teaching small elements of a skill sequence as well as to the teaching of concepts is illustrated. (JD) indicated that they understood the principle but applied it incompletely. These results supported the contention that qualitative differences between younger and older adolescents can be inferred from their nonverbal performance alone. In addition, results were consistent with previous findings that older adolescents performed at higher levels than younger adolescents on formal operational problems. (Author/CTM) eighteen subtests; these new tests were one-half as long. Subjects were 50 adults (aged 26-78) whose language handicaps were associated with cerebrovascular accident or trauma. Both the original PICA and a new short-form test were administered. Reliability of all test forms was computed, as well as the intercorrelation of short-form scores with various subtest, modality, and overall scores of the original PICA. Results showed that indices of central tendency and variability were virtually equal on both short forms and the long form across all subtests, modalities, and overall score. Test reliability, means, and standard deviations of all forms were also highly similar. Thus, use of the short forms was supported. (Problems associated with particular PICA items are briefly described). (GDC)

determining how pupils use their classroom time when they are not actively being guided by a teacher. The system focuses on student behaviors, and student interactions with peers and instructional materials, as opposed to student-teacher interaction. The coder surveys the entire classroom every two minutes for each listed activity; thus, after two minutes, each pupil will have been coded as performing one of these activities. Ten two-minute coding periods are obtained for each lesson. Five activity categories are included: (1) independent work 14 categories; (2) teacher-pupil work three categories; (3) non-instructional use of pupil time eight categories; (4) pupil-pupil activity two categories; and (5) group activity nine categories. This document also contains a description of IPI program components and instruction for coding and summarizing results. (GDC)

Descriptors-Academic Standards, Court Litigation, Disadvantaged, Educational Objectives, *Educational Trends, Elementary Secondary Education, Minimum Competencies, *Minimum Competency Testing, *National Surveys, Program Administration, Program Evaluation, *School Districts, State Legislation, *State Programs, State School District Relationship, *Testing Programs

To portray the status of minimum competency testing programs nationwide; as of June 30, 1979, on-site visits were conducted with directors of all 31 state programs and 20 local district programs. Most programs were developed since 1976; 14 state and 13 local programs are fully implemented. The state board of education mandated 16 state programs; state legislatures mandated 15 state programs. Seven local programs were state mandated. Court litigation has occurred only in Florida, Delaware, Maryland, and North Carolina. Four goals were most frequently cited: remediation, curriculum, improvement, accountability, and certification of basic skills prior to graduation. All programs tested reading and mathematics skills; 27 state and 15 local programs tested language skills, and a few programs tested other skills. Most programs included elementary and high school students, and recognized special education and bilingual populations. Type of test varied (in-house, commercial or tailored), as did responsibility for setting standards and selecting tests (state, local, or shared). All programs were locally administered. Most reported results to students, teachers, parents, administrators, and boards. Most programs were locally funded and staffed by in-house curriculum or assessment specialists, not consultants. Seven states and four districts conducted evaluations. (CP)

ED 185 146 UD 020 205

Jones, Enrico E. Zoppel, Christina L.

A Cross-Cultural View of Personality Differences Among Blacks.

Pub Date- 78
Note-14p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Blacks, Cross Cultural Studies, *Culture Fair Tests, Individual Characteristics, Locus of Control, Personality Assessment, *Personality Measures, *Psychological Studies, *Racial Differences, Socioeconomic Status
Identifiers-*Americans, *Jamaicans

Personality differences among black populations of varying socioeconomic backgrounds from Jamaica and the U.S. were investigated using Rotter's Internal-External Locus of Control measure, the Gough-Heilbrun Adjective Check List and Kelly's Role Construct Repertory Test. Results demonstrate the differential utility of these personality measures for cultural comparisons, and in particular suggest that the I-E Scale lacks equivalence of meaning cross-culturally as well as for differing sample populations within the U.S. Differences in personality traits and social constructs were generally consistent with those that might be predicted between members of a more traditional society and those of a modern nation. The view that studies of racial minorities within a nationality are appropriately conducted in a cross-cultural framework is presented. (Author)

ED 185 166 UD 020 360

Suydam, Marilyn N.

What Do We Know About Teaching and Learning in Urban Schools? Volume 11: Mathematics and the Urban Child: A Review of Research.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-127p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Elementary Secondary Education, Literature Reviews, *Mathematics Curriculum, *Mathematics Education, Socioeconomic Status, *Student Characteristics, *Teaching Methods, *Urban Schools, *Urban Teaching

Some of the factors that have been considered in relation to the teaching of mathematics, especially to students in urban schools, are examined in this paper. First, information on the mathematics achievement levels of students with different demographic characteristics is presented; the extreme variance in achievement between students from high socioeconomic urban areas and those from low socioeconomic urban areas is shown. An extensive review of existing practices in mathematics education (in both urban and non urban schools) follows. School and classroom organizational patterns, curricula and instructional programs, class size, time allotment and use, teaching approaches, individualized instruction, student characteristics, instructional materials, the impact of Federal funding, and progress assessment (evaluation) are covered in this discussion. Next, strategies pertaining specifically to urban students, as identified in an examination of relevant ERIC materials, are outlined. Finally, long term research priorities are identified, with an emphasis on the scope of mathematics education, the teaching methods to be employed, and the effects of particular instructional procedures on urban children. An extensive bibliography is attached. (GC)

indicated. Also described is the coordination between the Department of Agriculture and other Federal departments in various nutrition related activities. In addition, it is explained how the recent creation of three advisory boards will provide a public participation component to the Department of Agriculture's decision making process. Finally, future nutrition related research and educational objectives are analyzed. Appended to the booklet are tables indicating budget appropriations for different programs from 1978 through 1980. (GC)

Income, *Minority Groups, Public Policy, *Social Status,
*Socioeconomic Status, *Whites

In this paper, fourteen white ethnic groups and racial minorities are compared on the basis of a composite Social Standing Score derived from data on per capita income, male occupational prestige, and higher education achieved for each group in the United States. The groups selected include American Indian (including native Alaskan), Black, Mexican, Japanese, Chinese, Filipino, Puerto Rican, German, Italian, Irish, French, Polish, Russian, and English/Scottish/Welsh. The findings show a very wide spread in social standing among the groups, with American Indians, Blacks, Mexican Americans, and Puerto Ricans ranked as the four lowest groups both on composite and individual indicators, and Russians, English/Scottish/Welsh, Japanese, and Chinese ranking the highest. The greatest variations among the groups occur in education. Occupational prestige levels show the least variation. Public policy implications of ethnic/racial status differences are discussed. The need for programs to promote upward mobility in education, occupational prestige, and income for the lowest groups is stressed. Also considered are possible explanations for differences in social standing among ethnic and minority groups. Data tables and a bibliography are attached. (GC)

Montessori School seeks to combine Montessori educational methodology with supplemented activities to provide for positive interracial interactions and parent involvement. The Buffalo Academy for Visual and Performing Arts offers a core program of arts interrelated with academics. (Author/MK)

ED 184 862 SE 030 515

Dorow, Ernest B.

Urban Environmental Education Project, Curriculum Module IV: Community Heritage and You.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-52p.; For related documents, see SE 030 511-519.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Characteristics, Decision Making, Environment, *Environmental Education, Futures (of Society), History, Interdisciplinary Approach, Local History, Middle Schools, *Secondary Education, *Social Studies, *Urban Education, *Urban Environment

Included in this module are five activities dealing with characteristics of a community resulting from its past and setting the stage for its future. Activities included are: (1) geographic specification of the area; (2) search for monuments; (3) investigation of geneology; (4) examination of traditions and change; and (5) community futures and decision-making. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

ED 184 888 SE 030 569

Allaway, Howard

The Space Shuttle At Work.

National Aeronautics and Space Administration, Washington, D.C.

Report NO.-NASA-EP-156; NASA-SP-432

Pub Date-79

Note-82p.; Colored photographs will not reproduce well.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 033-000-00779-5; No price quoted).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Aerospace Education, *Aerospace Technology, Aircraft Pilots, Astronomy, Aviation Technology, *Futures (of Society), Science Education, Scientific Research, Secondary Education, Secondary School Science, *Space Sciences, *Technological Advancement

This report describes the Space Shuttle vehicles and is prepared by the Scientific and Technical Information Branch and Division of Public Affairs of the National Aeronautics and Space Administration. The book is divided into nine chapters including information about the launching, flight, and orbit of the ships; the satellites and previous space missions that preceded the Space Shuttle; cost and design and what influenced the design; typical projects in space; and future possibilities in space. The text is accompanied by photographs and illustrations both in color and black and white. A large fold-out diagram of the inside of the Orbiter is included. (SA)

ED 184 910 SO 011 991

Pines, A. Leon

A Conceptual Approach to Moral Education: A Mini-Course. Trainer's Manual.

New England Teacher Corps Network, Portsmouth, N.H.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.--451AH60892

Pub Date-Jun 79

Grant-G007700127; G007700128

Grant-G007700127; G007700128

Note-100p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Course Descriptions, *Ethical Instruction, Ethics, Guides, Higher Education, Inservice Teacher Education, Minicourses, Moral Issues, Moral Values, *Values Education

This trainer's manual describes a college level mini-course on moral education. As a result of the course experience, participants will gain an appreciation of the importance of moral education, learn to lead moral discussions, and incorporate relevant moral issues into the elementary and secondary curriculum. There are three parts to the mini-course. The first part of the course requires the students to do prerequisite readings. The second part of the course is direct instruction, requiring eight to ten hours of contact time. A description of the content of the instructional units to be used in the direct instruction is included in the trainer's manual. A variety of instructional activities are used to help the participants relate content to their actual work situations. Participants view slides and video tapes, listen to lectures, read books, solve problems, and discuss. In the third part of the course, the application stage, participants apply the skills acquired in their classroom. Follow-up with the instructor completes the mini-course. (Author/RM)

ED 184 929 SO 012 444

Hymel, Glenn M. Mathews, Gary S.

A Mastery Approach to Teaching U.S. History: The Impact on Cognitive Achievement and Unit Evaluation.

Spons Agency-Loyola Univ., New Orleans, La.

Pub Date-8 Apr 80

Note-25p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 8, 1980). Prepared through the Center for Educational Improvement.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Cognitive Objectives, Data Analysis, Educational Objectives, Educational Research, Evaluation Criteria, Feedback, History Instruction, *Mastery Learning, Secondary Education, *Social Studies, *Teaching Methods, United States History, Units of Study

A study was undertaken to evaluate how a mastery approach to teaching history on the high school level influenced student achievement and attitudes. Mastery learning is interpreted to include assumptions regarding student learning capability as well as specified curricular/instructional/evaluative procedures. Essential to mastery learning strategy are feedback corrective procedures such as diagnostic tests. Participants in the study included 69 high school students assigned to three sections of United States history. The sections were based respectively on highly specific formative tests plus learning correctives, relatively general formative tests and learning correctives, and relatively general formative tests with no learning correctives. An objective test measured student cognitive mastery of unit material and a questionnaire measured student attitudes toward the unit. Tests and questionnaires were statistically analyzed. Findings indicated that there was a significant difference among the three treatment groups and that the group exposed to highly specific formative tests and learning corrections outperformed the other two treatment groups. The conclusion is that a combined feedback-corrective strategy in social studies instruction can improve student achievement and result in more favorable unit evaluations. (DB)

ED 184 967 SO 012 511

The Ethnic Heritage Experience: A Handbook for Workshop Leaders.
Michigan Ethnic Heritage Studies Center, Detroit.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-75
Note-56p.; For related documents, see ED 117 245 and SO 012 507-514.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Characteristics, Cultural Awareness, Elementary Secondary Education, Ethnic Groups, Ethnicity, Ethnic Stereotypes, *Ethnic Studies, Inservice Teacher Education, Leaders Guides, Needs Assessment, *Teacher Education, *Teacher Workshops
Identifiers-Ethnic Heritage Studies Program Act

In 1974 and in 1975 the Michigan Southeast Regional Ethnic Heritage Studies Center conducted teacher training workshops as part of a federally funded ethnic studies project. This handbook describes the workshops. The purpose of the training program was to increase self-awareness, awareness of the multi-cultural community, and awareness of local and non-local resources related to ethnicity. Some of the resources utilized by the workshop participants were developed by the project (See SO 012 507-510). Other resources are available from commercial publishers. In the first session teachers are oriented to the different attitudes concerning ethnicity in American society through a simulation game, a slide tape series, and a group discussion. In session two the participants use ethnic maps, personal observations, and family histories to explore and compare interpretations of ethnicity. In the third session participants read about and discuss ethnic institutions in the community. Session four treats the why and how of commuqity mapping. In the fifth and concluding session of the training program participants identify and prioritize specific needs their school, community, or institution can begin to meet. (Author/RM)

ED 185 062 TM 800 043

Jensen, Arthur R.

Reaction Time and Intelligence.

Pub Date-19 Jul 79
Note-49p.; Address presented at the NATO Conference on Intelligence and Learning (York, England, July 19, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Correlation, Difficulty Level, Elementary Secondary Education, Experiments, Higher Education, Individual Differences, *Intelligence, Mental Retardation, Models, Perceptual Motor Coordination, *Reaction Time
Identifiers-Jensen (Arthur R)

Measurements of various parameters derived from different reaction time (RT) paradigms are found to be correlated with psychometric measurements of general mental ability. Such RT-derived measurements, when combined in a multiple regression equation, predict some 50 percent or more of the variance in intelligence. This relationship of intelligence to RT parameters indicates that our standard intelligence tests tap fundamental processes involved in individual differences in intellectual ability and not merely differences in specific knowledge, acquired skills, or cultural background. Three distinct RT experiments are described. The Hick procedure measures the increase in RT as a function of the amount of information conveyed by the reaction. The Sternberg procedure presents a small set of symbols followed immediately by a single probe to which the subject responds yes or no. The Posner procedure requires the subject to respond to pairs of stimuli, judged either physically or semantically, as the same or different. (Author/CTM)

ED 185 188 UD 020 432

Fox, G. Thomas, Jr., Ed.

Federal Role in School Reform from Sociological and Educational Perspectives.

Emporia Kansas State Coll.; Florida Univ., Gainesville.; Houston Univ., Tex.; State Univ. of New York, Albany. Teacher Education Developmental Service.; Wisconsin Univ., Madison. Teacher Corps Associates Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 74

Note-119p.

Pub Type- Collected Works - General (020) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Change, Elementary Secondary Education, *Federal Programs, Minority Groups, Organizational Change, *Teacher Education Programs, *Teacher Role, Urban Areas

Identifiers-Corwin (Ronald), Elementary Secondary Education Act Title I, Project Head Start, *Teacher Corps

This monograph contains (1) five papers on issues raised in a study by Ron Corwin on the Teachers Corps program as an instrument of educational change, (2) a summary of educators' and sociologists' responses to the papers, and (3) an essay by the editor on possibilities for educational change and institutional reform. The first paper is by Melvin Tumin and deals with the issue of organizational survival in the wake of educational reform. In the second paper, author Minnie W. Koblitz discusses the implications of the Corwin report for the classroom teacher. The third paper, by Mario D. Fantini, relates Corwin's analyses to the problems of achieving educational reform in urban communities. In the fourth paper on minority groups and educational reform, Carl and Gloria Grant review the history, purpose, administration, and effectiveness of two Federal reform efforts, Title I of the Elementary and Secondary Education Act and Project Head Start. The fifth paper is by Martin Haberman and focuses on the issue of teacher education as an instrument for change in the public elementary and secondary schools. (GC)

ED 185 229 UD 020 535

Wentz, Robert

A St. Louis Story: Magnet Schools A Means to an End.

Pub Date-Dec 79

Note-23p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).

Available from-Not available separately; See UD 020 524

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Community Control, Compliance (Legal), *Desegregation Methods, Elementary Secondary Education, *Magnet Schools, Nontraditional Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Program Implementation, School Desegregation, Urban Education

Identifiers-*Missouri (Saint Louis)

The St. Louis Public Schools have used magnet schools to meet the goals of desegregating the system and improving the quality of education for students. The changes in the St. Louis Schools began in 1975 with the issuance of a Consent Judgement and Decree. The Consent Decree provides broad guidelines which allow the system to develop specific programs that will satisfy the language of the decree, thus maintaining the maximum degree of local control possible under court-ordered desegregation. Financial problems which arose in implementation of desegregations plans were dealt with by a tax rate increase and funding through the Emergency School Aid Act. Other difficulties encouqtered in and implementation of the magnet schools program included delays in Federal reviews of funding proposals, difficulties recruiting students, site selection, provisions for student transportation, supplying materials, and program staffing. Program evaluation has indicated that although the program has had no dramatic effect on student achievement, positive results from the magnet schools are shown in social climate, staff satisfaction, and parental support. (Author/MK)

ED 184 985 SP 013 227

Requirements for Teaching Certificates in Canada.

Canadian Education Association, Toronto (Ontario).
Pub Date-Sep 78
Note-11p.
Available from-Canadian Education Association, 252 Bloor Street West, Toronto, Ontario, Canada M5S IV5 ($2.50)
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-Educational Certificates, Foreign Countries, *State Standards, *Teacher Certification, *Teacher Education, Teacher Qualifications
Identifiers-*Canada

This booklet is a guide to requirements for basic teaching certificates in Canada. Infomation listed includes: 1) the type of certificate available; 2) grade level; 3) educational requirements; and, 4) requirements for permanent certification. Standards are given for the provinces of Yukon Territory, British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, and Newfoundland. (JD)

ED 185 013 SP 015 751

Calder, Mary And Others

An Exploratory Study of the Possible Relationships between Teacher's Mood and Teacher's Supportive Instructional Behavior. Volume 2: Nine Case Studies.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report NO.-IRDT-79-9
Pub Date-79
Contract-NE-C-00-3-0108
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note-383p.; For related documents, see SP 015 749. Research prepared by the Vermont Interactive Research and Development on Teaching Team. Best copy available.
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Affective Behavior, Classroom Communication, Classroom Techniques, Coping, *Emotional Response, Interaction, Positive Reinforcement, *Responses, Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior, *Teacher Characteristics
Identifiers-*Teacher Moods

These case studies of nine elementary school teachers explore possible relationships between teacher mood and supportive instructional behavior. Each case study is presented in three sections. Section One examines the context of the classroom being observed. Included are descriptions of the schools and their environs, characteristics of the teacher, information about the students, and a description of the teaching-learning environment. Section Two reports analysis of the data in relation to the questions undertaken in the study. Conclusions are drawn in the third section. (JD)

ED 185 083 TM 800 077

Educational Assessment Program. Minimum Basic Skills Tests. State Report 1978-1979.

New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.

Pub Date- 79

Note-216p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Achievement Gains, *Elementary School Mathematics, Elementary Secondary Education, Grade 3, Grade 6, Grade 9, Grade 11, *Minimum Competency Testing, *Reading Achievement, *Scores, *Secondary School Mathematics, *State Programs, State Standards, Tables (Data), Testing Programs, Test Interpretation

Identifiers-New Jersey, *New Jersey Educational Assessment Program

Results are summarized of New Jersey's Minimum Basic Skills reading and mathematics tests which were administered to all state public school students in grades 3, 6, 9, and 11, in March, 1979. These results are also briefly compared to the results of the 1977-1978 testing program. Almost 300,000 students are reported to have taken these tests, which consist of approximately 100 reading items (covering word recognition, reading comprehension, and study skills) and approximately 100 mathematics items (covering computation, number concepts, measurement/geometry, and problem solving). Data are presented in tabular form for each grade, subject and cluster (such as number concepts). Information is included on the test item number; percent correct; comment regarding the total percent correct (such as excellent or satisfactory); percent correct for the previous year; and evaluative comments comparing the change between the two years. For each grade level and subject area, a narrative summary is given on specific areas of strengths or weaknesses, as well as performance according to community type and district factor grouping. The formula for deriving the distict factor grouping, which is based upon a number of

socioeconomic variables, is appended. (GDC)

ED 185 104 TM 800 113

Stonehill, Robert M. Fishbein, Ronald L.

Summarizing the Results of Title I Evaluations the Comparability of Achievement Gains.

Pub Date-Jun 79
Note-14p.; Paper presented at the Conference on Large-Scale Assessment (Denver, CO, June 11-14, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Achievement Tests, Comparative Analysis, Compensatory Education, Elementary Secondary Education, *Equated Scores, Federal Regulation, *Program Evaluation, Testing Problems, *Test Interpretation, Test Selection
Identifiers-Aggregation (Data), Elementary Secondary Education Act Title I, *Normal Curve Equivalents, *Title I Evaluation and Reporting System

The Title I Evaluation and Reporting System (TIERS) was mandated to meet the requirements of the 1974 amendments to the Elementary and Secondary Education Act. It was hoped that TIERS would lead to a clear report of the effectiveness of Title I programs, based upon a synthesis of nationwide data. It has been extremely difficult to compare achievement data from all schools, local school districts, programs, states, and so on. It is not feasible for the federal government to mandate that one achievement test be used, since curricula are chosen at the local level. A certain amount of testing and calibrating must be performed before a set of tests are truly equated tests. The RMC Models' normal curve equivalent (NCE) scores have not reflected a common metric, as indicated by Jaeger's analysis of the Anchor Test Study. However, the NCE method shows promise as a metric which can be used for aggregation of Title I data from various sources. This method may be used to assign projects to rough categories of effectiveness (very effective to ineffective); if project variables are more controlled (such as statewide use of the same test), comparisons of project effectiveness would be even more valid. (GDC)

ED 185 038 SP 015 849

McKenna, Bernard

How an Ecological Approach to the Study of Teaching Might Contribute to the Identification of Effective Practice.

Pub Date-Mar 80
Note-8p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Educational Objectives, Educational Philosophy, *Educational Theories, *Outcomes of Education, *Teacher Effectiveness, Teaching Methods

An ecological theory of teaching should help teachers to view their classroom environment in ways that will lead to a more complete analysis of the interrelationships involved in teaching. Examination of these interrelating elements could conceivably lead to redefinition of successful teaching'' and successful learning.'' This redefinition, in turn, could then lead to recombination of the elements in ways likely to improve teaching and learning. (Author/LH)

ED 185 125 TM 800 352

Gorth, William Phillip Perkins, Marcy R.

A Study of Minimum Competency Testing Programs. Final Typology Report.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-National Inst. of Education (DHEW).
Pub Date-Dec 79
Contract-400-79-0003
Note-31p.; Typology chart may not be legible because of small print size. For related documents, see TM 800 350-353.
Pub Type- Information Analyses (070) - Reference Materials - Vocabularies/Classifications (134) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, Citizen Participation, *Classification, Court Litigation, Disadvantaged, Educational Objectives, Educational Trends, Elementary Secondary Education, Minimum Competencies, *Minimum Competency Testing, *National Surveys, Parent Participation, Program Administration, Program Evaluation, *School Districts, State Legislation, *State Programs, State School District Relationship, *Testing Programs

To portray the status of minimum competency testing programs nationwide, as of June 30, 1979, on-site visits were conducted with directors of all 31 state programs and 20 local district programs. This typology classifies and indexes the information contained in the summary and comprehensive reports (TM 800 350-351) along the following dimensions: legislative and policy history; implications for students and programs; compentencies to be tested; source of responsibility for setting standards; response mode and type of test (in-house, commercial, tailored); government agent responsible for test administration and scoring; reporting audiences; parent and citizen involvement; and provisions for special education or multilingual populations. The typology chart characterizes these dimensions as: characteristic of each program, optional/conditional, or undecided. (CP)

ED 185 147 UD 020 206

Semaj, Leahcim

Reconceptualizing the Development of Racial Preference in Children: The Role of Cognition.

Pub Date- 78

Note-19p.; For related documents see UD 020 192-209 and ED 181 100

Available from-Not available separately; See UD 020 192

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Association (Psychology), *Black Youth, Children, *Cognitive Development, *Identification (Psychology), Race, Racial Attitudes, Racial Discrimination, *Racial Identification, *Self Concept, *Tests

The purpose of this study was to reexamine the development of racial conceptions and attitudes in black children. It was hypothesized that impersonal cognitive development precedes and influences the development of interpersonal cognition, which then influences the development of social affect (racial evaluations and preferences). Level of impersonal cognitive functioning was assessed for 80 black children by four measures of conservation. Within the social cognitive domain, the extent to which the child used race as a classification for family members was measured. The child's evaluation and preference for African and European racial stimuli, and the understanding of the immutability of race, were also measured. Evidence was found in support of the hypotheses. (Author/RLV)

ED 185 209 UD 020 493

Position Statement on Multicultural Education.
Michigan State Dept. of Education, Lansing.
Pub Date-Mar 79
Note-27p.; Not available in paper copy due to light print
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Responsibility, *Community Involvement, *Cultural Pluralism, Curriculum Development, Educational Policy, *Multicultural Education, Parent Participation, Position Papers, *School Role, *State Boards of Education
Identifiers-*Michigan State Board of Education

One of the major educational responsibilities of schools in the United States is that of preparing individuals for effective participation in a complex, multicultural society. This position paper establishes a framework within which the means for developing multicultural interaction and understanding can take place. The Policy and Position Statements rest on the premise that schools in a multicultural society must also be multicultural in their policies, organization, and curricula. In order to implement this policy, all segments of the community must be involved, including educational agencies and their governing boards, principals, teachers, counselors and support staff, curriculum administrators, librarians, post secondary institutions, parents, and students. (Author/RLV)

ED 184 863 SE 030 516

Biglan, Barbara

Urban Environmental Education Project, Curriculum Module V: Urban Air Quality - At What Costs?

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Note-52p.; For related documents, see SE 030 511-519.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Air Pollution, *Class Activities, *Decision Making, Energy, *Environment, *Environmental Education, Environmental Influences, Fuel Consumption, Fuels, Meteorology, Middle Schools, Pollution, Science Education, Secondary Education, Urban Education, Urban Environment, *Urban Problems

Identifiers-*Energy Education

Included in this model are five activities dealing with air quality and sources of air pollution in the urban environment. Activities included are: (1) the nature of the atmosphere; (2) discussion of major pollutants; (3) measuring air quality; (4) inversions; and (5) pollution control. Also included are an overview, teacher backgrouqd information, an activity preview, a pretest, and a module evaluation form. (RE)

ED 184 889 SE 030 570

Horak, Willis J.

An Analysis and Comparison of Elementary Pre-Service and In-Service Teacher's Beliefs About Science Teachers Classroom Behaviors.

Pub Date-Apr 80

Note-23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Elementary School Teachers, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Science Education, *Science Teachers, *Teacher Attitudes, *Teacher Behavior

Identifiers-*Science Education Research

Reported is a study to identify specific science teacher types among elementary preservice and inservice teachers. The results state that similar science teacher types were identified in both samples and the types were found to correspond closely with types previously identified for junior and senior high school science teachers. (SA)

ED 184 986 SP 013 935

Piechota, Mark

The School Development Seminar A Model for School Climate Improvement?

New England Teacher Corps Network, Portsmouth, N.H.

Pub Date-79

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Committees, *Cooperative Planning, Cooperative Programs, Elementary Secondary Education, *Faculty Development, Group Dynamics, Needs Assessment, *Problem Solving, Program Development, *Seminars

The function and history of the School Development Seminar (SDS) are described in this bulletin. The SDS was composed of school faculty and administrators, instructors from a local college, school district administrators, and parents. The participants used the SDS to share information and opinions on a variety of issues including inservice planning, coping with classroom disruption, and curriculum development. The advantages of this type of seminar for school improvement, communication, and uqity are discussed. (JD)

ED 185 063 TM 800 045

Pinck, Dan

Resources for Schools: 8. A Review of Massachusetts Statewide Assessment Findings: A Curriculum Interpretation of the Major Findings of the Massachusetts Statewide Assessment Program.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-76-0058
Note-59p.; For related document, see ED 182 342.
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Awareness, Consumer Education, *Curriculum Evaluation, Ecology, *Educational Assessment, Educational Environment, Elementary Secondary Education, *Instructional Materials, Mathematics, Reading Achievement, Science Curriculum, Sex Differences, Social Studies, State Surveys, Student Attitudes, Writing Skills
Identifiers-*Massachusetts

Major findings of the 1974-1977 Massachusetts statewide educational assessment are summarized and some readily available and useful instructional resources are identified. The findings are designed to assist teachers and administrators in discussion. Each section begins with a commentary and is followed by a review of findings, a discussion of curriculum observations and their relationship to the findings, and suggestions for curriculum materials. The eight sections are: occupational knowledge and attitudes, consumer skills and values, school climate, mathematics, reading, social studies, writing, and science and ecology. (Author/CTM)

ED 185 167 UD 020 361

Valadez, Concepcion M.

What Do We Know About Teaching and Learning in Urban Schools? Volume 12: Basic Skills in Urban Schools: A View from the Bilingual Classroom.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-40p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Bilingual Education, *Educational Environment, *Educational Legislation, Elementary Secondary Education, Ethnicity, *Program Effectiveness, *School Community Relationship, Self Concept, Social Influences, Teacher Attitudes

Reasons for slow gains in the goals and objectives of bilingual education, despite Federal and State support, are explored in this paper. The definitions of and legal mandate behind bilingual programs and the relationships between these programs and the rest of the educational system and local community are discussed. Focused on here are school and community perceptions of bilingual program goals, social dynamics between the program and the school in which it is situated, and teacher/staff attitudes. In order to illustrate the effectiveness of bilingual education, several studies concerning English acquisition, reading, writing and mathematics, and the development of self concept and ethnic identity within bilingual programs are briefly reviewed. Finally, the lack of properly prepared teaching staff and of appropriate teaching materials and evaluation techniques are identified and discussed as limitations to the uniform effectiveness of bilingual education. (GC)

ED 185 230 UD 020 536

Daniels, James H.

A Denver Story.

Pub Date-Dec 79

Note-13p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).

Available from-Not available separately; See UD 020 524

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Basic Skills, Compliance (Legal), Elementary Secondary Education, *Instructional Improvement, *Nontraditional Education, Program Descriptions, Program Improvement, *School Desegregation, Urban Education, *Urban Youth

Identifiers-*Colorado (Denver)

The Denver Public Schools have initiated programs to improve basic skills and to respond to a court order for school desegregation. On the elementary level, programs include individually Guided Learning and Mastery Learning instructional approaches. The Diagnostic Teaching Center Project seeks to improve the academic and personal performance of Title I students in the elementary grades. The Reading Maintenance and Improvement Project was established for Catholic parochial school students in grades 1-1.2 who need intensive instruction in reading. Tutoring is also available for parochial students who need help in mathematics. Several types of alternative programs are available on the secondary level. In some schools, special programs operate within the framework of the regular schedule One senior high school has developed a senior seminar for drop-out prone youth and high achievers which is designed to prove that learning is not restricted to the classroom. Programs are offered on the junior high level to allow students to earn credit for working in a variety of community settings. An alternative program for poorly motivated students has been developed. The Metro Youth Education Center has been established for dropouts and potential dropouts. The Creative Urban Living Environment offers basic skills instruction in carpentry, concrete construction, and masonry. (Author/MK)

ED 184 890 SE 030 575

Lyons, Linda

The Relationship of Parental Modeling, Parental Reinforcement, Academic and Career Interests to the Enrollment of High School Females in Accelerated Mathematics Programs.

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains occasional broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acceleration, Elective Courses, *Females, Gifted, Parent Attitudes, *Parent Influence, Parent Role, Secondary Education, *Secondary School Mathematics, *Sex Differences, Sex Role, Womens Education
Identifiers-*Mathematics Education Research

This study was undertaken to determine if high school females who elected an accelerated mathematics program could be distinguished from high school females who elected a regular mathematics program on the basis of parental modeling, parental reinforcement, and academic and career interests. Findings indicated that the groups were differentiated primarily on the basis of several parental variables. Parental modeling made the greatest contribution to group separation. Fathers of the accelerated group were engaged in mathematics-related occupations to a greater extent than were fathers of the regular group, whereas mothers of the former group showed limited employment patterns. Mathematics participation and graduate school plans made moderate contributions to group separation, whereas parental reinforcement for achievement made small contributions to group separations. (Author/MK)

ED 184 911 SO 012 180

Ochoa, Anna S. Shuster, Susan K.

Social Studies in the Mainstreamed Classroom, K-6.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0006
Note-147p.; Photographs throughout document may not reproduce from EDRS in paper copy.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($11.95)
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Audiovisual Aids, Classroom Environment, Curriculum, *Disabilities, *Educational Objectives, Elementary Education, *Evaluation Methods, Hearing Impairments, *Individual Differences, Learning Activities, Learning Disabilities, *Mainstreaming, Mental Retardation, Physical Disabilities, Social Studies, Speech Handicaps, Student Needs, Textbooks, Visual Impairments

A guide is designed for elementary school teachers with handicapped students in their classrooms. Seven sections comprise the document. Section I discusses the implications of mainstreaming for classroom teachers. Discussed are 1) the physical and social isolation of the handicapped students in the 1960s; 2) the impact of Public Law 94-142 which uqderscores the rights of these children to public education in a setting which includes children who are not handicapped; 3) practical and ethical considerations; and 4) identification of the handicapped. Section II lists social studies goals for the handicapped learner relative to knowledge, skills, values, and social participation. Section III discusses social studies instruction for handicapped students with learning disabilities, hearing impairments, emotional handicaps, visual impairment, speech and language disorders, and physical disabilities, and for those who are mentally retarded. Section IV provides methods of assessing achievement in relation to the goals stated in Section II. Section V discusses providing for individual differences by listing sources of help for teachers (peer tutors, cross-age tutors, and volunteers) and strategies such as grouping. Section VI suggests teaching regular students'' about handicapping conditions through learning experiences, children's books, films and videotapes, and simulations. A brief list of resources is provided. The final section presents evaluations of social studies textbooks and federally funded curriculum projects for the handicapped. Related resources available from ERIC and Exceptional Child Education Resources (ECER) are listed. (KC)

ED 184 930 SO 012 445

Interchange: Population Education Newsletter. Vol. 8, No. 4, February 1980 Population Reference Bureau, Inc., Washington, D.C.

Pub Date-Feb 80

Note-20p.; Not available from EDRS in paper copy due to small print type throughout original.

Journal Cit-Inter-Change; v8 n4 Feb 1980

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Census Figures, Data Analysis, Educational Objectives, Higher Education, *Population Distribution, Secondary Education, Tables (Data), *Teaching Methods, *Trend Analysis

The document contains two components a population reference newsletter focusing on census-related information and a module to help high school and college students understand census objectives, procedures, and uses. The newsletter presents general background on the census, offers annotations of census materials from the Population Reference Bureau and similar organizations on population and census issues, explains how students can explore topics such as the future and population through science fiction, and describes the teaching module. The teaching module emphasizes the history, purposes, benefits, controversies, and procedures of the census. Information is presented on grade level, time needed, background contents, objectives, and instructional materials. An introductory essay on the census serves as the focus of 20 discussion questions such as: Why did the Constitution require a census every 10 years? How do local communities use census data? Why is the undercount highest among minorities? and What kinds of workers are hired by the Census Bureau? Also presented are a sample census form, instructions for filling out the form, a directory of sources of census information, and background data on the census in tabular and narrative form. (DB)

Thorndyke, Perry W. Stasz, Cathleen
Training Procedures for Map Learning.
Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report NO.-Rand-N-1018-ONR
Pub Date-Jul 79
Contract-N00014-78-C-0042; NR-157-410
Contract-N00014-78-C-0042; NR-157-410
Note-50p.; For related documents, see SO 012 482.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($5.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Objectives, *Cognitive Style, *Educational Practices, *Educational Research, Higher Education, *Learning Processes, Locational Skills (Social Studies), *Map Skills, Postsecondary Education, *Skill Development, Task Analysis

This paper discusses a study to determine the influence of study procedures on success at map-learning tasks. The hypothesis was that subjects who used certain (effective) learning procedures would perform better than subjects who stressed other (less effective) techniques. The effective procedures set comprised techniques for learning spatial information, using self-generated feedback to guide subsequent study behavior, and partitioning the map into sections. The less effective procedures set comprised subjects' random learning techniques, random sampling, and unrestricted focus of attention. Methodology involved directing 43 college students to learn and reproduce maps according to their own techniques. Subjects were then divided into three groups and instructed to participate in a second map-learning task in which they used 1) procedures previously determined as effective learning aids, 2) procedures unrelated to learning success, or 3) their own learning techniques. Findings from a comparison of performance on the first and second map-learning task indicated that performance improvement was directly related to the frequency with which subjects used procedures designated as most effective learning aids. The conclusion is that students can improve learning effectiveness and performance of complex tasks such as map learning if they use procedures designated as effective learning aids. (DB)

ED 184 968 SO 012 512

Bratt, Marilyn And Others

Ethnic Survey of East Detroit School District Residents.

Michigan Ethnic Heritage Studies Center, Detroit.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-27p.; For related documents, see SO 012 507-514.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Surveys, Elementary Secondary Education, *Ethnic Groups, Ethnic Studies, *Models, Profiles, Research Methodology, *School Community Relationship, School Demography, Schools, School Statistics, Tables (Data), Teacher Education

Identifiers-Ethnic Heritage Studies Program Act, *Michigan (Detroit)

This telephone survey to determine the ethnic composition of the East Detroit school district was done by a team of teachers as part of a teacher workshop training program. As part of the same teacher workshop, another team of teachers wrote an historical sketch of East Detroit, describing its population growth, economic development, and educational services. (See document SO 012 513). These complementary studies present one approach for developing a composite picture of a school/community. This publication describes the methodology used in the survey, outlines the data received by school, summarizes the data, and lists questions which were raised by the survey. The initial step in the survey was an endorsement and some assistance from the Superintendent of Schools. He made available to the teacher team school census data and supported a request to involve high school students working in the district's 12 elementary schools. A press release informing the public that this survey was being conducted was sent to city newspapers. Notice of the survey was also mailed to every home in the district. Using the school census data sheets, a five percent telephone sample was prepared for each elementary school area. The telephone survey was conducted by cooperating high school students. Results indicated that German Americans represent the largest ethnic percentage of East Detroit School District residents. The next two largest groups were Polish Americans and Italian Americans. (Author/RM)

ED 185 014 SP 015 753

Becker, Franklin D. Bossert, Steven T.

Ecological Theory of Teaching. Bridging Report 1.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-ETT-78-6

Pub Date-Jul 78

Grant-OB-NIE-G-78-0203

Note-31p.; For related documents, see SP 015 754-755.

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, *Class Organization, Classroom Design, *Classroom Environment, Group Dynamics, *Interaction, *Physical Environment, Social Psychology, Space Utilization, Student Behavior, Teacher Behavior

In order to develop an ecological theory of teaching, the classroom must be viewed as a sociological unit. The unit of interest was the teacher-student learning group. The basic question explored was: What is the relationship between human interactions and the physical and social contexts of the group? Teams of scholars met in seminars, each member bringing the concepts and perspectives of his respective discipline or area of inquiry. In this bridging report'' two researchers combine different approaches to contribute to an ecological theory of teaching. One brought to the study his activity structures'' perspective which considers the social-cognitive learning outcomes and behavioral patterns which accompany the structure of learning situations. The second emphasized the effects of the physical environment of the classroom on human behavior. (JD)

ED 185 039 SP 015 859

Barrios, Rene R. Kirkland, Sumatra E.

Development and Implementation of a Substitute Teacher Program for the Sacramento City Unified School District, Sacramento, California.

Pub Date-Nov 78

Note-112p.

Pub Type- Reports - Descriptive (141) - Dissertations/Theses - Practicum Papers (043) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Role, Elementary Secondary Education, *Institutes (Training Programs), Needs Assessment, Primary Education, *Program Development, Program Evaluation, Program Implementation, *Substitute Teachers, Teacher Employment, Teacher Recruitment, *Teacher Responsibility, Teacher Workshops

The purpose of this practicum was to develop, implement, and evaluate a substitute teacher program. The project stressed the familiarization of substitute teachers and school administrators with their respective support roles based on the assessed needs of each group. The program stressed needs for available materials and for communication among school and institute personnel. A method for planning and implementing the program is included in this document. Also included is a handbook explaining Sacramento public school procedures to prospective substitute teachers. (Authors/JD)

Downing, Steven M. Maatsch, Jack L.

The Effects of Clinically Relevant Multiple-Choice Items on the Statistical Discrimination of Physician Clinical Competence.

Michigan State Univ., East Lansing.
Spons Agency-National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Pub Date- 78
Grant-HS02038
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Certification, *Clinical Experience, *Competence, *Difficulty Level, Graduate Medical Students, Higher Education, Medical Students, *Multiple Choice Tests, Physicians, *Test Items, Test Reliability, *Test Validity
Identifiers-Emergency Medical Service, *Emergency Medicine Examination

To test the effect of clinically relevant multiple-choice item content on the validity of statistical discriminations of physicians' clinical competence, data were collected from a field test of the Emergency Medicine Examination, test items for the certification of specialists in emergency medicine. Two 91-item multiple-choice subscales were identified: medium difficulty (MD) items of ideal difficulty for norm-referenced achievement tests, and high clinical-relevance (HCR) items that correlated highly with an independent criterion measure of simulated clinical performance. A stepwise discriminant analysis of these two subscale scores showed that HCR was more statistically discriminating of residency-eligible physicians, second-year residents, and fourth-year medical students than was the MD scale. The HCR scale was significantly more reliable and significantly less difficult than the MD scale. It was concluded that: (1) multiple-choice examinations, calibrated to a simulated clinical performance measure, can be very valid discriminators of levels of clinical competence; and (2) selection of multiple-choice items for medium difficulty is less efficient than selection of items for their high correlation to a simulated clinical performance measure. (Author/CP)

ED 185 105 TM 800 114

Sharma, Alex

Syntactic Maturity: Assessing Writing Proficiency in a Second Language.

Pub Date-Sep 79
Note-13p.; Paper presented at the International Conference on Frontiers in Language Proficiency and Dominance Testing (3rd, Carbondale, IL, September 26-28, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *English (Second Language), Error Analysis (Language), Foreign Countries, Foreign Students, Higher Education, *Language Tests, *Paragraph Composition, Second Language Learning, *Sentence Combining, *Syntax, Test Validity
Identifiers-*Aluminum Paragraph (Hunt and O Donnell), Syntactic Maturity, *T Units Canada

Hunt and O'Donnell's Aluminum Paragraph was administered to sixty Canadian college students enrolled in English as a Second Language (ESL) courses. The students were asked to re-write and to improve a paragraph consisting of 32 short, single-clause sentences. The students were identified as low intermediate, high intermediate, and advanced in level of language ability, according to Michigan Test and composition scores. They represented a wide variety of first-language backgrounds, including such languages as Spanish, Chinese, French, Greek, Arabic, Persian, Urdu, Armenian, Dutch, and others. The subjects' re-written paragraphs were evaluated according to words per clause; clauses, words, and coordinate clauses per T-unit; error-free T-units; words per error-free T-unit; relative clauses; preposed adjectives; preposition phrases; and passives. Error-free T-units and words per error-free T-unit seemed to be most productive in separating the three proficiency levels. (The Aluminum Paragraph and sample paragraphs representing the three proficiency levels are appended). (GDC)

ED 185 189 UD 020 436

Higher Education Opportunity Program (HEOP), Annual Report 1978-79. A Report on Programs for the Educationally and Economically Disadvantaged at Independent Colleges and Universities in New York State.

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

Pub Date- 79
Note-120p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Achievement Gains, *Educationally Disadvantaged, Eligibility, Federal Aid, Higher Education, *Private Colleges, State Aid, *State Programs, *Student Characteristics, *Student Financial Aid
Identifiers-*Higher Education Opportunity Program, *New York

This report reviews the activities conducted in independent (non-SUNY, non-CUNY) institutions under the New York State Higher Education Opportunity Program (HEOP) in the 1978-79 academic year. Information and statistical data regarding program administration, student eligibility and socioeconomic status, on-campus program structure, student achievement, and program financing are provided in the body of the report. Appended are statistical tables indicating the following: (1) entering HEOP student profiles by academic preparation; (2) entering student profiles according to public assistance, social security, veteran's benefits, and unemployment benefits received; (3) demographic (race, age, sex) characteristics of all HEOP students; (4) headcount enrollment, conditions of separation from program and graduates; (5) full time equivalent enrollment, adjusted expenditures and actual payments; (6) changes in per student expenditure, 1977-78 and 1978-79 (HEOP, institution, Federal and other); (7) 1978-79 institutional, Federal and State financial aid to HEOP students; and (8) HEOP professional personnel per institution for the 1978-79 academic year. (GC)

Russell, Susan Higley And Others
Desegregation Case Studies. Volume I: Final Report.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report NO.-SRI-RR-FPRC-24
Pub Date-Mar 79
Contract-300-76-0025
Note-65p.; For a related document see UD 020 497
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Compliance (Legal), Desegregation Methods, Elementary Secondary Education, Facility Case Studies, *Federal Aid, *Federal Legislation, *Federal Regulation, Government School Relationship, *School Desegregation, School Law, Site Analysis, Urban Schools
Identifiers-California (San Francisco), *Civil Rights Act 1964 Title IV, Colorado (Pueblo), *Emergency School Aid Act 1972, Office of Civil Rights, Ohio (Dayton), Tennessee (Chattanooga), Washington (Seattle)

This study focused on the role played in school desegregation by the Emergency School Aid Act (ESAA), Title IV of the Civil Rights Act, and Office of Civil Rights (OCR) enforcement of Title IV. The study examined the ways in which five urban school districts made use of assistance programs and have been affected by Title IV. School district enrollments ranged from 23,000 to 53,000 and were chosen on the basis of level of involvement with ESAA, Title IV, or OCR. The study was interview based. Findings supported continuation of Title IV Desegregation Assistance Centers, multiyear funding for ESAA programs, and a shift of ESAA monies to activities directly related to desegregation processes. It was found that ESAA advisory committees were rarely given training regarding ESAA or desegregation and members were not significantly involved in developing proposals. Recommendations for committee improvement were outlined. It was felt that a layman's version'' of ESAA regulations would help to alleviate existing confusions. Two year funding continuations for Title IV Training Institutes were recommended. Systematic, continuous Title IV training programs were found to be most effective and were encouraged. A need was seen for dissemination of information regarding desegregation plans. OCR forms were found to be difficult to complete; clarification and reduction was recommended. It was suggested that OCR publish a layman's guide to enforcement or complaint reviews. (MK)

ED 184 864 SE 030 517

Biglan, Barbara

Urban Environmental Education Project, Curriculum Module VI: Solid Waste - Trash or Treasure?

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Note-42p.; For related documents, see SE 030 511-519.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities, *Decision Making, *Environment, *Environmental Education, *Environmental Influences, Middle Schools, Natural Resources, Pollution, Recycling, Science Education, Secondary Education, Urban Education, Urban Environment, *Urban Problems, Waste Disposal, Wastes

Included in this module are four activities dealing with issues of solid waste disposal relative to urban concerns. Included activities are: (1) sources and composition of solid waste; (2) a garbage game''; (3) disposal options for solid waste; and (4) an example county plan for solid waste disposal. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

ED 184 987 SP 014 714

Baptiste, H. Prentice And Others

The Impact of Racial Membership on Teacher/Administrator Attitudes Towards Multicultural Education.

Pub Date- 80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Attitude Change, Educational Research, Equal Education, *Multicultural Education, National Surveys, *Racial Attitudes, Research Needs, *Teacher Attitudes

The relationship between teacher and administrator race and attitudes toward the need for multicultural education is explored. A survey querying 410 black and white teachers and administrators reveals an apparent need for a change in attitude on the part of white administrators and, to a lesser degree, white teachers, toward equal education for children belonging to non-white backgrounds and cultures. Results of the survey are presented in statistical form. (Author/LH)

ED 185 148 UD 020 207

McAdoo, John Lewis

Patterns of Parent-Child Interaction, and Child-Rearing Attitudes among Parents of Black Preschool Children.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 78
Grant-NIMH-1-R01-MH-25838-01
Note-15p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Affection, *Affective Behavior, Authoritarianism, *Blacks, *Black Youth, Child Rearing, *Middle Class Parents, Nonverbal Communication, Parent Attitudes, *Parent Child Relationship, Parent Influence, Preschool Children, Self Concept, *Self Esteem, Sex Differences, Verbal Commuqication

The purpose of this study was to examine the verbal and nonverbal interaction patterns of black parents and their preschool children. Three types of verbal interaction patterns were observed between the parent and child: nurturant, non-nurturant, and restrictive. Patterns of nonverbal interaction were also observed. Also studied were patterns of decision making, child rearing attitudes, and expectations of the child. Hypotheses included: (1) mothers would be significantly more nurturant than fathers; (2) middle class fathers would be more authoritative in their child rearing attitudes and beliefs; (3) black parents would be found to be more egalitarian in making child rearing decisions; and (4) parental expectations of a child's behavior would be the same regardless of the sex of the child. It was found that the majority of parents, both fathers and mothers, were verbally nurturant, warm, and loving with their children. While the fathers interacted more nonverbally, the mothers were found to be more positive in their nonverbal interactions. Fathers were restrictive in their verbal interactions and mothers were restrictive in their non verbal interactions. The children tended to have high average IQ and self esteem scores, with the boys' scores being more positive than the girls'. The results suggest a need for further research into the role that nurturance and restrictiveness play in the development of positive self-esteem in preschool children. (Author/RLV)

ED 185 064 TM 800 047

Haertel, Geneva D. And Others

Social-Psychological Environments and Learning: A Quantitative Synthesis.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-NIE-G-78-0090; NSF-78-17374
Grant-NIE-G-78-0090; NSF-78-17374
Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979).
Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Classroom Environment, *Correlation, Elementary Secondary Education, Foreign Countries, *Outcomes of Education, *Predictive Measurement, Research Methodology, *Student Attitudes
Identifiers-Australia, Canada, India, *Learning Environment Inventory (Anderson et al), United States

Student perceptions of their classroom environment correlated consistently with end-of-course cognitive, affective, and behavioral learning outcomes, with or without statistical controls for ability, pretests, or both measures. Twelve classroom observation studies, kindergarten to grade 12, that reported simple, partial, and part correlations between perceptions and outcomes were selected; 734 correlations were calculated from a combined total of 17,805 students in 823 classes in 4 countries. Cognitive measures included conventional achievement tests and tests of understanding, thinking and formal reasoning; affective criteria included interest, motivation, and self-concept tests; behavioral measures included self-report activity inventories and attendance. Most studies used the Learning Environment Inventory (LEI) to measure student perceptions. Learning outcomes were positively associated on the LEI with cohesiveness, satisfaction, task difficulty, formality, goal direction, democracy, and environment; and negatively associated with friction, cliqueness, apathy, disorganization and favoritism. Jackknifed regression equations showed that the magnitudes of the correlations depended on specific scales, level of aggregation, and nation; but not on sample size, subject matter, learning outcome, or statistical adjustments for ability and pretests. (Summaries of the 12 studies are appended). (Author/CP)

Gorth, William Phillip Perkins, Marcy R.

A Study of Minimum Competency Testing Programs. Final Program Development Resource Document.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-National Inst. of Education (DHEW).
Pub Date-Dec 79
Contract-400-79-0003
Note-184p.; For related documents, see TM 800 350-352.
Pub Type- Reports - General (140) - Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Standards, Competence, Diffusion, Elementary Secondary Education, Instructional Design, Minimum Competencies, *Minimum Competency Testing, Program Administration, Program Effectiveness, Publicity, Test Construction, Testing Problems, *Testing Programs, Test Reliability, Test Selection, Test Validity, Validity

This resource document represents the integration of both practice and theory related to minimum competency testing (MCT), and is largely based on information collected in a nationwide survey of MCT programs. Chapter 1, To Implement or Not to Implement MCT, by Marcy R. Perkins, presents a definition of MCT and a discussion of the perceived benefits and costs of a MCT program. Chapter 2, Defining Competencies, by Perkins, presents the basic elements in the process of defining competencies, and describes how current programs are dealing with those issues. Chapter 3, Test Selection and Development, by Michael Priestley, discusses the initial decision to select or develop tests, and procedures in test selection and development, including the establishment of test reliability and validity. Chapter 4 Setting Standards, by Paula M. Nassif, describes standard setting strategies, including judgments on items and judgments on examinees. Chapter 5, Integrating Testing with Instruction, by Mary F. Tobin, discusses approaches to using test results for remedial, diagnostic purposes or curriculum development. Chapter 6, Program Management, by William Phillip Gorth and Peter E. Schriber, presents strategies for planning and personnel needs and costs of a MCT program. Chapter 7, Dissemination, by Schriber and Gorth, focuses on dissemination within and about a MCT program. (BW)

ED 185 168 UD 020 363

Gordon, Edmund W.
What Do We Know about Teaching and Learning in Urban Schools? Volume 14: What Do We Know About Teaching and Learning in Urban Schools: A Summary of the Conference Findings.
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-47p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conference Papers, Cultural Pluralism, *Disadvantaged Youth, Elementary Secondary Education, Language, *Lower Class Students, *Minority Group Children, Nature Nurture Controversy, Sex Differences, Testing, *Urban Culture, *Urban Education

The aim of this paper is to bring some conceptual synthesis to the deliberations of the conference, What Do We Know About Teaching and Learning in Urban Schools?''. The author begins with an attempt to define the concept of urban education, and continues with an identification of some of the critical issues related to urban life and education in urban settings. The tendency to equate urban education with the education of minority groups or with the education of the underclasses is critiqued. Also discussed are the trend toward urbanization, the educability of all people, cultural pluralism, temperament, sex and gender differences, language, testing, educational finance, and resource utilization. (Author/RLV)

ED 184 865 SE 030 518

Nous, Albert P. Biglan, Barbara

Urban Environmental Education Project, Curriculum Module VII: Urban Ecology - Our Future Together.

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Note-43p.; For related documents, see SE 030 511-519.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Class Activities, *Decision Making, *Ecology, Environment, *Environmental Education, *Environmental Influences, Natural Resources, Pollution, *Science Education, Secondary Education, Urban Education, *Urban Environment

Included in this module are four activities dealing with ecology and applications of ecological principles in the urban environment. Activities included are: (1) the study of ecology; (2) study of consequences of activities within an ecosystem; (3) environmental impacts benefits and detriments; and (4) choices for the future. Also included are an overview, teacher backgrouqd information, an activity preview, and a pretest. A module evaluation form and a script for a slide series on Allegheny County, Pennsylvania are also included. (RE)

ED 184 931 SO 012 446

Hartsock, Nancy C. M.
Sexuality, Power, and Politics.
Pub Date-78
Note-54p.; Paper presented at Annual Meeting of the American Political Science Association (New York, NY, August 31-September 3, 1978).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classical Literature, Females, Greek Civilization, Greek Literature, Identification (Psychology), Males, *Political Power, *Power Structure, Sex Role, *Sexuality, *Western Civilization
Identifiers-Aeschylus, Aristophanes, Aristotle, Plato

The source of contemporary attitudes toward sexuality, power, and politics is found in the literature of the ancient Greeks, specifically, Plato's Republic'' and Symposium,'' Aristotle's Politics,'' and the plays of Aeschylus and Aristophanes. The Symposium'' can be read as an account of how sexuality can be incorporated into the public life of the polis (city-state, community). The man who loves the body rather than the soul is associated with the female world and is seen as subordinate to the things associated with maleness and the higher world. The outcome of Aeschylus' The Oresteia'' suggests that Athens as a public arena depended on the domestication of the female forces of disorder. For Aristotle, the political community is an exclusively male community in which power and sexuality are intertwined and the exercise of political power involves rule over equals and over those worth loving and worth dominating (e.g., other males in the political arena). Finally, Aristophanes' comedies depend on women breaking away from their traditional roles with catastrosphic results for the political community. Power becomes domination of those outside the community (women, slaves, and laborers), within the community (male peers), and of the appetitive and irrational part of the self. In sum, a change in our understanding of politics and power would require a change in our understanding of the human relation to nature and to the body and in the social relations which are the source of this world view. (Author/KC)

ED 184 988 SP 014 968

Baptiste, H. Prentice And Others

Science History Module: Scientific and Technical Contributions by Afro-Americans in the United States.

Pub Date-74

Note-64p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Black Influences, Cultural Awareness, Curriculum Development, *Economic Development, Elementary Secondary Education, Minority Group Influences, *Multicultural Education, *Science History, *Teaching Methods, *United States History

This module is designed to aid K-12 teachers to begin developing an awareness of the technological contributions of Black Americans to the United States' social and economic development during the 19th and 20th centuries. The module also demonstrates the ways in which selected teaching strategies may be developed to supplement regular classroom instruction. Information provided about each suggested activity includes the appropriate grade level, the educational objectives involved, the rationale for the activity, the structured sequence of learning activities leading to the larger educational objective, and a suggested culminating activity. Methods for student and activity assessment are also provided. (LH)

ED 185 040 SP 015 864

Alexander, Jay And Others

Increasing the Use of Evaluation Information: An Evaluator-Manager Interaction Model.

Education Service Center Region 20, San Antonio, Tex.

Pub Date-Feb 80

Note-14p.; Paper presented at the annual meeting of the Southwest Educational Research Association (San Antonio, TX, February 7-9, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, Educational Research, *Evaluation, *Feedback, *Information Utilization, *Interaction, Program Evaluation, Research Methodology, *Research Utilization, *User Satisfaction (Information)

An evaluator-manager interaction model is developed for predicting the impact of evaluation and research findings. Instruments are developed for measuring the variables of interpersonal involvement, impact of evaluation, and managerial style in the relationship between evaluator and manager. The hypothesis advanced suggests that evaluators can improve their efficiency and impact by shifting the bulk of their interpersonal involvement towards managers who are more reluctant to use evaluation data to change their ongoing educational programs. (Authors/LH)

ED 185 231 UD 020 537

Wallace, Rosemma B.
An Oakland Story.
Pub Date-Dec 79
Note-21p.; For related documents see UD 020 524-536. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors-*Academic Achievement, *Administrative Organization, Community Involvement, *Educational Administration, *Educational Improvement, Elementary Secondary Education, Program Descriptions, Program Development, *School Organization, Urban Schools
Identifiers-*California (Oakland)

Reorganization was undertaken by the Oakland Unified School District in an effort to improve student achievement. To facilitate the Instructional Strategy Plan, the Instructional Strategy Council was formed which consisted of persons representing business, labor, community, and school employee organizations. Technical Task Teams were established to develop objectives, curricula, and materials for teaching specific subjects and basic skills. Instructional Support Teams were organized to facilitate more efficient delivery of services to schools. Reorganization at central offices resulted in the development of an Office of Curriculum and Instruction which was later phased out by the creation of a Division of Learning. A Learning Expectations Assessment Program was organized. Future plans include redefinition of responsibilities within the Division of Learning, constant monitoring and upgrading of the quality of inservice training, interfacing with other educational units, and weaving together of instructional supports. (Author/MK)

ED 184 891 SE 030 577

Osborne, Alan R. And Others

PRiorities In School Mathematics. Final Report on Data from the PRISM Project and Appendices A and B.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 80
Note-732p.; For related Appendices C and D, see SE 030 578. Appendix B marginally legible.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF04/PC30 Plus Postage.
Descriptors-Calculators, *Course Content, Curriculum Research, Data Analysis, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, *National Surveys, Objectives, Resource Materials, Student Characteristics, Surveys, Teacher Education, Teaching Methods
Identifiers-*Mathematics Education Research, *Priorities In School Mathematics

Results of a national survey to determine preferences and priorities for school mathematics in the 1980's are reported. Responses were obtained from samples of nine populations, including teachers, supervisors, and other professionals in mathematics education, plus principals, school board members, and PTA presidents. First-round surveys concerned curricular preferences about fractions and decimals; algebra; whole numbers; geometry; probability and statistics; ratio, proportion, and percent; problem solving; measurement; and computer literacy. Results from these areas were reported in terms of goals, content, methods, resources, appropriate times and students, and calculators. Data were also analyzed to yield information on such topics as applications and individualization. Second-round surveys sought to determine curricular priorities. These items were grouped according to focus; for example, development of new materials for specific content or use of additional time. The report provides vast amounts of specific information relevant to mathematics curriculum in the 1980's. Similarities and differences between samples in the perceived desirability of different curricular alternatives for the 1980's are indicated. This contains the body of the report plus Appendices A and B containing the survey items. Item data in Appendices C and D are contained in SE 030 578. (MK)

ED 184 950 SO 012 484

Consciousness, Psychology, and Education: A Speculative Essay.
Pub Date-80
Note-80p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Available from-New Learning, P.O. Box 165, DeKalb, IL 60115 ($4.00 plus shipping and tax).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Science Research, *Cognitive Style, Educational Objectives, Educational Philosophy, *Educational Psychology, *Educational Research, *Educational Theories, Elementary Secondary Education, Essays, *Individual Development, Postsecondary Education, Problem Solving, Psychology, Teaching Methods
Identifiers-Consciousness

This monograph explores implications of the psychology of consciousness for education. The psychology of consciousness encompasses the relationships among behavior, experience, and states of consciousness. It is interpreted to include different states of consciousness, paranormal phenomena, mystical experiences, dreams, psychic healing, and other rare or unusual abilities. Basic premises are that as uqderstanding of the human mind changes, disciplines related to psychology change and, further, that a revolution in psychology usually foreshadows a revolution in education. Consciousness psychology is particularly relevant to education because it draws attention to neglected areas of the human brain and to skills that remain there to be nourished. Major mental functions emphasized in consciousness psychology include relaxation, receptivity, release, memory, cognition, emotion, intuition, and motor output. If educators can use these mental fuqctions to produce different thought patterns, they will be able to help students perform more creative problem-solving tasks. A preliminary model of consciousness education would be based on several assumptions, including that consciousness can be developed as a domain of education, that human ability resides in one or several states of consciousness, and that a fully educated person can select and alter states of consciousness to serve various purposes. (DB)

ED 184 969 SO 012 513

Crawford, Fred And Others
An Historical Sketch of East Detroit.
Michigan Ethnic Heritage Studies Center, Detroit.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-75
Note-28p.; For related documents, see SO 012 507-514. Not available from EDRS in paper copy due to poor reproducibility of original document.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, Economic Development, Educational Planning, Elementary Secondary Education, Family Characteristics, Futures (of Society), *Models, Population Growth, Profiles, *School Community Relationship, Schools, Teacher Education, *Urban Demography
Identifiers-Ethnic Heritage Studies Program Act, *Michigan (Detroit)

Written by a team of teachers as part of a teacher workshop training program, this sketch of East Detroit describes its population growth, economic development, and educational services. As part of the same teacher workshop, another team of teachers conducted a telephone survey to determine the ethnic composition of the East Detroit school district. (See document SO 012 512). These complementary studies present one approach for developing a composite picture of a school/community. East Detroit has grown dramatically in the last 20 years. The forecast for the city, the schools, the businesses, and the population in general seems very promising. The following characteristics of interest are noted for those interested in making forecasts or planning activities: 1) East Detroit has reached its peak population so that only insignificant changes need to be planned for; 2) it contains a larger segment of older folks than previously and most families are small; 3) the population is better educated than at any previous time and is served by an educational system which has continued to be sound and yet flexible to the changing needs of students; and 4) it has larger family incomes than previously and is a healthy community for the small businessman. (Author/RM)

ED 185 015 SP 015 754

Evertson, Carolyn Mehan, Hugh D.

Ecology of Teaching. Bridging Report 2.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-ETT-78-7

Pub Date-Aug 78

Grant-OB-NIE-G-78-0203

Note-29p.; For related documents, see SP 015 753-755.

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Class Activities, *Classroom Environment, *Group Dynamics, *Interaction, Interpersonal Relationship, *Sociolinguistics, Sociology, Student Behavior, Student Participation, Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior

In order to develop an ecological theory of teaching, the classroom must be viewed as a sociological unit. The unit of interest was the teacher-student learning group. The basic question explored was: What is the relationship between human interactions and the physical and social contexts of the group? Teams of scholars met in seminars, each member bringing the concepts and perspectives of his respective discipline or area of inquiry. In this bridging report'' two researchers combine different approaches to contribute to an ecological theory of teaching. One brought to the study experience and knowledge about research on teaching, and observational data obtained in natural classroom settings. The primary emphasis of this researcher was teacher behavior. The second brought a sociolinguistic and sociological perspective to the discipline. Recommendations for areas of future inquiry are made. (JD)

ED 185 106 TM 800 115

Roberts, Sarah Jane
Test Floor and Ceiling Effects. ESEA Title I Evaluation and Reporting System.
RMC Research Corp., Mountain View, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-300-76-0316
Note-23p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, *Difficulty Level, Educational Testing, Elementary Education, *Grade Equivalent Scores, Guessing (Tests), Mathematical Formulas, Multiple Choice Tests, Standardized Tests, Test Interpretation, *Test Selection
Identifiers-*Ceiling Effects, Elementary Secondary Education Act Title I, *Floor Effects, Out of Level Testing, RMC Models

This guide explains the concept of out-of-level testing and suggests a formula for estimating the occurrence of floor effects and ceiling effects, within the context of models for evaluating Elementary Secondary Education Act (ESEA) Title I programs. An analogy explains floor and ceiling effects as if test items are stored in different levels in a warehouse. The impact of guessing on the determination of floor and ceiling levels is also described. Specific suggestions are made for estimating when floor and ceiling effects will occur, and for detecting the presence of such effects from skewness of graphs representing test score distributions. Appended tables provide percentile ranks at which floor and ceiling effects occur for eight elementary-level standardized reading tests: California Achievement Tests (CAT) Comprehensive Tests of Basic Skills (CTBS), Gates-MacGinitie Reading Tests, Iowa Tests of Basic Skills (ITBS), Metropolitan Achievement Tests (MAT), Sequential Tests of Educational Progress (STEP), SRA Assessment Survey, and Stanford Achievement Tests (SAT). Similar tables are provided for seven elementary-level mathematics tests; CAT, CTBS, ITBS, MAT, STEP, SRA, and SAT. Instructions for constructing additional tables and for converting raw score floors and ceilings to percentiles are included. (GDC)

ED 185 190 UD 020 439

Moore, Donald R. Hyde, Arthur A.
An Analysis of Staff Development Programs and Their Costs in Three Urban School Districts.
Designs for Change, Chicago, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Note-207p.; Some tables may not reproduce well due to small print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Elementary Secondary Education, Financial Support, *Inservice Teacher Education, Planning, *Program Costs, Program Descriptions, School District Autonomy, *Staff Development, *Teachers, *Urban Schools

This report analyzes teacher staff development programs and their costs in three large urban school districts, and discusses research and policy implications of the research results. The districts were selected through a survey of school districts serving the 75 largest U.S. cities, and were chosen because of their respectively high, medium, and low apparent level of staff development activity. The study revealed patterns of development activity and resource allocation that contradicted conventional wisdom on the subject. In all the districts, the actual costs of staff development were fifty times more than most district staff estimated. Further, the nature of staff development activity itself was not found to be primarily the result of conscious policy, but rather, had developed in response to other factors, such as funding and teacher contract obligations. Another difference discovered among the districts was their use of substitute release time, stipends, sabbaticals, and salary increases for completion of educational courses as incentives for teachers to participate in staff development. One major conclusion drawn from this research is that the weak political position of staff development and the constraints operating on school districts make unlikely the imminent reform of actual staff development practice. (Author/GC)

ED 184 912 SO 012 193

The Holocaust: A Study of Genocide.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date-79
Note-587p.
Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($11.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Anti Semitism, *European History, *History Instruction, Interdisciplinary Approach, *Jews, Learning Activities, *Lesson Plans, Secondary Education, Teaching Guides, Teaching Methods
Identifiers-*Nazism, *World War II

The teaching guide presents lesson plans, activities, and readings about the Holocaust for use in the secondary grades. It is divided into two parts. Part I consists of course outlines and lesson plans for classes in junior and senior high English, and social studies and world history. These vary in length and some are accompanied by literary selections. Part II, the major part of the book, presents lesson plans for 18 weeks of class time, arranged into an introduction and seven themes. The introduction focuses on how the study of the Holocaust can alert people to present and future dangers of racism and genocide. The seven themes are: 1) the position of Jews in Europe before the Holocaust, 2) how the Nazis rose to power, 3) how racism and anti-Semitism led to the debasement of modern society and to genocidal murder, 4) how the Nazis carried out their policies, 5) how the victims tried to maintain human dignity, 6) how the rest of the world responded to the plight of the victims, and 7) how the study of the Holocaust can contribute to a more humane world. For each theme there is a summary, a list of related concept statements, and one or two introductory activities or discussion questions. There are a total of 37 lessons, each of which consists of a focus question, an introductory activity, an outline of content emphases, several summary questions, and numerous readings. An annotated bibliography concludes the book. (CK)

ED 185 085 TM 800 079

Scott, Lowell K. And Others

The Effects of Commercial Tutoring on Medical Licensure Examinations.

Pub Date-Nov 79

Note-9p.; Paper presented at the Annual Conference of Research in Medical Education (18th, Washington, DC, November, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification, Grade Point Average, Higher Education, *Medical Students, *Participant Satisfaction, Review (Reexamination), *Scores, *Standardized Tests, *Test Coaching

Identifiers-*National Board of Medical Examiners

Thirty-five second-year medical students from the University of Alabama (Birmingham) used the services of a commercial test tutoring company to help them prepare for the National Board of Medical Examiners Part I examination. These students scored significantly higher than students who were considered to have comparable ability, based upon basic science grade point average. (A number of issues are discussed which relate to the impact of tutoring programs on the licensure process, test security, and foreign medical school graduates who enter the medical profession in the United States). (Author/GDC)

ED 185 149 UD 020 208

Smith, Rita R.

Race/Class Differences in the Susceptibility to Helplessness.

Pub Date- 78
Note-24p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Black Students, Cognitive Measurement, *Cognitive Processes, Elementary Secondary Education, Intervention, Learning, *Lower Class Students, *Nature Nurture Controversy, *Problem Solving, Racial Differences, *Social Influences, White Students

The hypothesis is investigated that unproportional experience with uncontrollable situations for black and lower class individuals leads to an increased susceptibility to the poorer cognitive performance indicative of helplessness. Black and white lower and middle-class second and tenth graders were given no problems, solvable diagraph problems, and unsolvable diagraph problems, and then tested on a solvable Block Design Task. Performance on the Block Design Task indicated that exposure to the unsolvable task resulted in poor cognitive performance compared to exposure to the solvable task or no task. More importantly, black and lower class students were more susceptible to the poorer cognitive performance resulting from exposure to the unsolvable task. These results, analyzed in a helplessness framework, are discussed in terms of the social conditions which result in more experience with uncontrollability for black and lower class individuals. The results are interpreted as suggesting that cognitive differences between blacks and whites may be better explained as resulting from an environmentally caused, and therefore learned, susceptibility to helplessness as opposed to genetic differences. Lastly, intervention procedures are suggested. (Author)

ED 185 211 UD 020 497

Russell, Susan Higley And Others

Desegregation Case Studies. Volume II: Appendixes, Case Study Working Reports.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report NO.-SRI-RR-EPRC-24
Pub Date-Mar 79
Contract-300-76-0025
Note-308p.; For a related document see UD 020 496
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Community Characteristics, Compliance (Legal), Demography, Desegregation Methods, Elementary Secondary Education, *Facility Case Studies, *Federal Aid, Federal Legislation, *Federal Regulation, Government School Relationship, *School Desegregation, School Law, Site Analysis, Urban Schools
Identifiers-California (San Francisco), Civil Rights Act 1964 Title IV, Colorado (Pueblo), *Emergency School Aid Act 1972, *Office of Civil Rights, Ohio (Dayton), Tennessee (Chattanooga), Washington (Seattle)

This document contains the working report case studies of five urban school districts studied to determine the role of the Emergency School Aid Act (ESAA), Title IV of the Civil Rights Act, and Title IV enforcement by the Office of Civil Rights in school desegregation. Desegregation processes were examined in Dayton, Ohio, San Francisco, California, Chattanooga, Tennessee, Seattle, Washington, and Pueblo, Colorado. Data was compiled through interviews. For each school district information is presented on the demographic characteristics of schools and communqities, the desegregation process, and Federally legislated involvement in desegregation. The unmet needs of Dayton are also discussed. Data tables and graphics are included. (MK)

ED 185 041 SP 015 871

Share.
South Carolina State Dept. of Education, Columbia.
Pub Date-79
Note-115p.
Pub Type- Reports - Descriptive (141) - Reference Materials (130)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, Career Education, Community Involvement, Curriculum Development, Disabilities, Educational Resources, Gifted, *Instructional Innovation, Language Arts, Mathematics, Reading, Sciences, Social Sciences, Vocational Education
Identifiers-South Carolina

This publication contains descriptions of a wide spectrum of exemplary educational programs available as models for educators in South Carolina. Each description includes the following information: rationale for the program's implementation; target audiences; funding; students, parents, instructional, and administrative staff opinions concerning the program; and resource person(s) to contact for further information. (JD)

ED 185 169 UD 020 369

Passow, A. Harry

Nurturing the Potential of the Gifted Disadvantaged.

Pub Date-Jan 80

Note-38p.; Paper presented at the Biennial National Conference on Disadvantaged Gifted/Talented (4th, New Orleans, LA, January 11-12, 1980)

Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Bound Students, College Preparation, *Disadvantaged Youth, *Educational Objectives, *Educational Strategies, Elementary Secondary Education, *Gifted, Socioeconomic Status, *Student Characteristics, Talent Identification

Identifiers-College Discovery and Development Program, Demonstration Guidance Project, Upward Bound

This paper traces the concept of the gifted disadvantaged'' child and reviews the development of educational resources for this special population. The National Merit Scholarship Program is described as an example of a program which, though designed to provide opportunities for students from all social strata, until 1964, did not initiate a separate competition for black students. Learning and achievement characteristics of disadvantaged children, as identified by various educational researchers, are discussed. Examples of programs for identifying and nurturing the disadvantaged gifted are described. Observations regarding goals and strategies in providing for the gifted disadvantaged population are also offered: (1) the general goal for this group is the same as that for the advantaged gifted; (2) differing school and neighborhood milieus and value systems affect the scholastic performance of students; (3) the disadvantaged student has an excellent capacity for problem solving; (4) the communications capabilities of these students must be understood and enhanced; (5) procedures for identifying the gifted disadvantaged must be broad; (6) differentiated curriculum is essential for instruction; (7) the teacher is important in the development of the gifted student; and (8) there must be an active partnership between the home; the community, and the school. (Author/GC)

ED 184 866 SE 030 519

Bell, Ellen

Urban Environmental Education Project, Curriculum Module VIII: Planning Your Urban Environment.

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Note-51p.; For related documents, see SE 030 511-518.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Planning, *Decision Making, Environment, *Environmental Education, Interdisciplinary Approach, Middle Schools, Planning, *Public Policy, Regional Planning, Secondary Education, *Urban Education, *Urban Planning

Included in this module are five activities dealing with planning the urban environment. Activities included are: (1) analysis of new town development in the United States; (2) analysis of new town development in foreign countries; (3) discussion of technological advances expected in the next 25 years and their impact on the urban environment of the future; (4) design of [illegible] model future urban environment; and (5) evaluation of the student-designed model urban environment. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

ED 184 989 SP 014 998

Maretzki, A. Shimabukuro, S.

How Parents View the Importance of 17 Food Activities Performed by Children: Multidimensional Scaling Analyses of Paired Comparison Judgments.

Pub Date-78

Note-18p.; Some tables may be marginally reproducible.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Asian Americans, *Cultural Influences, Curriculum Development, *Eating Habits, *Elementary School Students, Hawaiians, *Multidimensional Scaling, *Nutrition Instruction, *Parent Influence, Whites

Nutrition curriculum design research was undertaken to address the issue of linkage between school food experiences and home food experiences of elementary school children in Hawaii. One hundred and forty-four parents judged the relative importance of seventeen food-related activites. The sample consisted of Asian, Caucasian, and Polynesian parents. Responses were calculated to perform the Smallest Space Analysis and the Individual Scaling Analysis. In general, parents judged the importance of the activities on the basis of child safety. A second multidimensional scaling was performed to measure the differences between identifiable groups of parents. The data generated by this research is significant for the development of child-centered nutrition curriculum, which in turn assures that a food curriculum can be developed that will give meaning to the food experiences that Hawiian children have in their own homes. (Authors/LH)

ED 185 086 TM 800 080

Araujo, John Semb, George

The Effects of Item Order on Student Performance.

Pub Date- Sep 79
Note-19p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, *Course Organization, Higher Education, Lecture Method, Mastery Learning, *Performance Factors, Scheduling, *Scores, *Teaching Methods, Test Construction, *Test Items
Identifiers-*Final Examinations, *Item Position (Tests), Personalized System of Instruction

Two experiments used two 2 x 3 x 2 (instructors x test forms x class times) designs to compare three aspects of student performance (mean final examination scores, homogeneity of variance, and retake frequencies) on three test forms. The test items on the three forms were arranged in three ways: (1) forward items paralleled the presentation of material in class; (2) backward items were in an opposite order; and (3) random order. The 336 undergraduates were taught using either Contingency Managed Lecture (CML) or the Keller Personalized System of Instruction (PSI). Analyses indicated that: (1) item order alone did not significantly influence student performance in either experiment; (2) test form and class time significantly interacted for CML; (3) none of the item orders affected retake rates in either experiment; (4) analysis of variance of all twelve cells for each experiment revealed heterogeneity only for CML and only by collapsing across the time variable; and (5) the CML experiment also revealed an instructor x test form interaction. It was concluded that there was no evidence that test order disrupted performance, in spite of the fact that there was tendency for random order to produce the best results. (Author/GDC)

ED 185 127 UD 019 656

Barlavington Manor Children's Home; Report of a Formal Investigation into Certain Activities of Mr. and Mrs. John Ellis, the Proprietors of Barlavington Manor Children's Home.

Commission for Racial Equality, London (England).

Pub Date-Apr 79

Note-21p.

Pub Type- Reports - General (140)

EDRS Price MF01/PC01 Plus Postage.

Descriptors-*Admission Criteria, *Black Youth, *Boarding Homes, Childhood Needs, Child Welfare, *Community Attitudes, Minority Group Children, *Placement, Racial Attitudes, Racial Discrimination, *Racial Factors, Racial Relations, Welfare Services

Identifiers-*Great Britain, Race Relations Act 1976 (Great Britain)

Barlavington Manor is a privately owned long-stay children's home in Sussex, England, with accomodation for up to 30 children. Its proprietors were reported to have refused admission to black children and to have informed local authorities of their refusal, thus contravening the Race Relations Act of 1976. The investigation by the Commission for Racial Equality consisted of interviews with the proprietors of Barlavington Manor, local authority social workers who placed children there, and the proprietors of Old Rectory children's home, which is in a similar rural environment and which does admit black children. The interviews with the proprietors of Barlavington Manor and the social workers revealed that the proprietors did not openly discriminate against black children but advised against their being admitted because of the hostility of the local community. The Commission concluded that there was no evidence that the proprietors had refused or deliberately omitted on racial grounds to admit a black child to the home. However, the proprietors had not shown that the requirement or condition they applied was justifiable on non-racial grounds. The proprietors were given notice to comply with the Race Relations Act. (MC)

ED 184 932 SO 012 447

Avery, Robin D.

Democracy in American Education: Research Implications.

Pub Date-Mar 80

Note-11p.; Paper presented at Annual Meeting of the Michigan Educational Research Association (7th, Dearborn, MI, March 26-28, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Critical Thinking, *Democratic Values, *Educational Philosophy, *Educational Practices, *Educational Principles, Educational Research, Elementary Secondary Education, Inquiry, Research Needs, Scientific Attitudes, *Scientific Methodology

Identifiers-Childs (John), Dewey (John)

The works of John Dewey and John Childs are reviewed with reference to the implications for research inherent in society's moral choice to provide a democratic education for its children. The selectivity of the educational system represents a moral choice in that it is a deliberate structuring of learning tasks, formulated by adults, for the good'' of children, but excluding some alternative forms of education. According to Dewey, in order to provide a framework for the democratic philosophy of education, educators must adhere to the principles that education provide an experience in which a genuine problem is presented as a stimulus to thought and in which students are provided with sufficient information to deal with the problem, suggested solutions, and the opportunity to test their ideas. Childs' interpretation of Dewey's democratic tenets is that the cultivation of thinking is central both to the means and the end of education. He states that according to Dewey's tenets, the scientific method is the only adequate means to achieve the moral end of democratic education. Thus, if a system voluntarily assumes the label of democratic education,'' it would follow that any such system would be actively engaged in educational research according to the scientific method. The commitment to educational research becomes a crucial issue. The final question is: how can educators in good conscience call our educational system democratic when many professionals rely on dogmatic, teacher-based authority rather than scientifically tested techniques, criteria, and content? (Author/KC)

ED 184 970 SO 012 514

Driggs, Gerald E.

Economic Elite Study: Detroit 1975.

Michigan Ethnic Heritage Studies Center, Detroit.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-16p.; For related documents, see SO 012 507-514.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, Business, *Community Involvement, *Ethnic Groups, Italian Americans, Latin Americans, Polish Americans, *Social Integration, *Social Science Research

Identifiers-Ethnic Heritage Studies Program Act, *Michigan (Detroit)

This study was undertaken to determine the ethnic and racial composition of corporations in Detroit, Michigan. The extent to which members of the Polish, Italian, Black, and Latino communities have penetrated the centers of power and influence in Detroit-based corporations was investigated. These groups comprise 33.8% of the Metropolitan Detroit population. The 100 largest Detroit corporations were identified. Four methods were used to determine the ethnic origin of the people occupying the positions under study: surname identification; a 50% individual questionnaire sample; research of existing biographical data; and a 100% phone survey. A comparison of the percentages of officers and directors whose backgrounds are Polish, Latino, Black, or Italian to the percentage distribution of these four groups in the Metropolitan population clearly shows an under representation of the four groups in Detroit's executive suites. Ninety percent of the 100 had no directors who were Polish. Only four corporations had any Black officers and the 15 Black directors represented 14 different corporations. Over 90 corporations had no Latino officers and only six of the 100 corporations had Latin directors. Although Italians had the more numerous representation of the four groups, 80 of the 100 corporations had no Italian directors and 78 had no Italian officers. The findings closely coincide with the findings of other studies and add to the national profile reflecting disparity in ethnic and racial representation in the corporate community. (Author/RM)

ED 185 016 SP 015 755

Lally, J. Ronald And Others

Ecological Theory of Teaching. Bridging Report 3.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-ETT-78-8

Pub Date-Aug 78

Grant-OB-NIE-G-78-0203

Note-31p.; For related documents, see SP 015 753-754.

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns, *Child Development, *Community Influence, *Cultural Context, *Developmental Psychology, *Family Influence, Group Dynamics, Individual Development, Interaction, Social Problems, *Sociocultural Patterns, Student Teacher Relationship, Teacher Attitudes

In developing an ecological theory of teaching, the classroom is viewed as a sociological unit. The unit of interest was the teacher-student learning group. The basic question explored was: What is the relationship between human interactions and the physical and social context of the group. Teams of scholars met in seminars, each member bringing the concepts and perspectives of his respective discipline or area of inquiry. In this bridging report,'' three researchers combined their different approaches to contibute to an ecological theory of teaching. The first approached the subject from the perspective of child development the second from an ethnographic viewpoint and the third from a sociological perspective. (JD)

ED 185 042 SP 015 874

Catterton, Brenda L.
1978-79 Teaching Stress Events Inventory. Portland Study of Teachers.
American Federation of Teachers, Washington, D.C.
Pub Date-Jun 79
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Demography, *Stress Variables, Teacher Background, *Teacher Characteristics, *Teachers
Identifiers-Teacher Stress

This report concerns itself with the data that was summarized from the 1978-79 administration of the Teaching Stress Events Inventory to the teachers of the Portland (Oregon) Federation of Teachers. Background information on the Inventory itself, a summary of the demographic characteristics of the teachers surveyed, and descriptive statistics concerning each event in the Inventory are presented as well as differences among subgroups of respondents based upon selected characteristics. (Author)

ED 185 065 TM 800 049

Higgins, Paul S.

Students' and Principals' Survey Reactions to the 1976-1977 Minneapolis Public School Lunch Program.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date-Feb 78
Note-186p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrator Attitudes, Breakfast Programs, Elementary Secondary Education, Food Handling Facilities, Food Service, Food Standards, *Lunch Programs, Opinions, Principals, Questionnaires, *School Surveys, *Student Attitudes, Tables (Data)
Identifiers-Minneapolis Public Schools MN

A survey of students' and principals' reactions to the Minneapolis public school lunch program is described, and the results and comments are presented. Meals are prepared on site at ten secondary schools, and prepacked at the nutrition center and reheated before service at other schools. Questionnaires were completed by 1,582 students in 25 schools. The samples were made up of fifth, eighth, and eleventh grade students. Eighty of the 82 principals in the school system completed their questionnaires. Topics considered in the survey included: student ratings of overall quality and quality of specific food items; student consumption of food at breakfast and lunch and food waste; principals' and students' perceptions about the time for lunch; students' preferences among foods not now served and special food needs; and suggestions for improving the program. The report concludes with a discussion and a number of recommendations. (Copies of the questionnaires and a tabulation of the responses are appended). (CTM)

ED 185 107 TM 800 117

Haberman, Martin

To Test or Not to Test That is the Question.

Pub Date-Jun 79

Note-21p.; Paper presented at the Annual Meeting of the National Parent Teachers Association Conference (83rd, Milwaukee, WI, June 10-13, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, Basic Skills, Compensatory Education, Competition, Educational Attitudes, *Educational Testing, *Educational Trends, Elementary Secondary Education, Higher Education, Norm Referenced Tests, Special Education, *Standardized Tests, *Testing Problems, Test Results, Test Validity

Arguments in support of standardized testing are critically analyzed. Usual criticisms of such tests are summarized as relatively unimportant. However, two basic criticisms are offered: the competitive nature of scoring standardized tests and their lack of content validity. The test-makers contention that tests are neutral and simply need to be administered by better trained personnel is dismissed as a false argument. Other supports for standardized testing as predictive, guidance and diagnostic instruments are also critized. Links between standardized testing and other trends in education are identified. These movements include compensatory education, accountability, and a narrowing of the school's goals to basic skills. Relationships are drawn between the standardized testing movement and the control of the school curriculum. Essentially, the paper contends that standardized testing directly and indirectly supports antieducational goals. (Author)

ED 185 191 UD 020 451

King, A. L. Roberson, Don R.

Project: Ways to Improve Education in Desegregated Schools (WIEDS) Final Interim Report, June 1, 1978 to November 30, 1979.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Nov 79
Grant-OB-NIE-G-78-0108
Note-233p.; Not available in paper copy due to institution's restriction. For a related document see ED 157 963.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education, Change Strategies, Desegregation Methods, Discipline, Dropouts, *Inservice Education, Interviews, Parent Attitudes, Program Descriptions, *Program Evaluation, Racial Relations, *School Desegregation, Self Concept, *Staff Development, Teacher Attitudes

The purpose of this project has been to develop an information base about successful desegregation/integration strategies for use in developing a set of models and guidelines to aid schools in planning staff development activities. Part of the development of the data base included interviews with administrators, teachers, students, and parents, and an analysis of selected staff development/inservice education (SD/IE) programs. This report describes the activities undertaken to accomplish the interviews and the analysis of SD/IE programs. Included are data on important desegregation related needs and ways to meet those needs. The need areas include (1) cultural awareness; (2) human relations; (3) curriculum integration; (4) pupil self-concept/motivation/discipline; (5) dropouts/suspensions/expulsions; (6) teaching methods and learning styles; (7) parental involvement; (8) resegregation; (9) segregation within the classroom and extracurricular activities; (10) the relationship between bilingual education and desegregation; and (11) effective SD/IE. Strategies to meet these needs are grouped and analyzed under eight goal areas. (Author/RLV)

ED 184 867 SE 030 525

Dillashaw, F. Gerald Okey, James R.

A Test of the Integrated Science Process Skills for Secondary Science Students.

Pub Date-Apr 80

Note-14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Educational Research, Process Education, *Science Tests, Secondary Education, *Secondary School Science, *Skill Development, Student Evaluation, *Test Construction

Presented is a study in which the authors developed a valid and reliable test of integrated science process skills for students in secondary schools. The field trials are described and the reliability is given as .89 across ability levels, socioeconomic levels, gender, and race. Recommended uses of the test for teachers, researchers, and evaluators are included. (SA)

ED 184 892 SE 030 578

Osborne, Alan R. And Others

PRiorities In School Mathematics. Final Report on Data from the PRISM Project. Appendices C and D.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 80
Note-1,128p.; For related report and Appendices A and B, see SE 030 577. Contains occasional light and broken type.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF08/PC46 Plus Postage.
Descriptors-Course Content, Curriculum Research, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *National Surveys, Objectives, Resource Materials, Statistical Data, Student Characteristics, Surveys, Tables (Data)
Identifiers-Mathematics Education Research, *Priorities In School Mathematics

These two appendices contain item-by-item data from two rounds of national surveys designed to determine preferences and priorities for school mathematics in the 1980's. Appendix C contains data from the first-round preference survey. Appendix D contains the data from the second-round priority survey. The body of the report plus Appendices A and B, containing the survey items, are found in SE 030 577. (MK)

Harty, Sheila
Hucksters in the Classroom: A Review of Industry Propaganda in Schools.
Center for the Study of Responsive Law, Washington, D.C.
Pub Date-79
Note-190p.
Available from-Center for the Study of Responsive Law, PO Box 19367, Washington, DC 20036 ($10.00)
Pub Type- Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-*Advertising, Citizen Participation, Economics Education, Elementary Secondary Education, Energy, Environmental Education, Evaluation Criteria, Evaluation Needs, Government Role, *Industry, *Instructional Materials, Merchandising, Nutrition Instruction, *Propaganda, *School Business Relationship

Citing examples of ideological bias and blatant advertising, the report reviews instructional materials and services provided to schools by industry, major corporations, electric utilities, and national trade associations. The document is presented in two parts. Part I, Instructional Advertising, contains a survey of promotional practices in the classroom and four chapters on curriculum areas which predominate in corporate education efforts: nutrition, nuclear power advocacy as energy education, environmental education, and economics. Part II, Review and Evaluation, offers specific proposals for reform. Separate chapters discuss past efforts by educational associations to develop evaluation criteria; the government's role, including petitions before the Federal Trade Commission and the Fairness Doctrine in the classroom; and industry self-regulation and citizen initiative. Appendices contain results of surveys of educational publications of industry and comments from teachers regarding promotional materials. A bibliography of relevant books and articles is included. (KC)

ED 184 951 SO 012 485

Klausen, Arne Martin

Norway's New Culture Policy and the Arts: Values in Conflict.

Pub Date-28 Nov 79
Note-37p.; Paper presented at the Symposium Expressive Culture in Scandinavia, Annual Meeting of the American Anthropological Association (Cincinnati, OH, November 28, 1979). Not available from EDRS in paper copy due to small print type of original document.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
Descriptors-*Artists, *Fine Arts, Guaranteed Income, *Policy Formation, Social Action, *Socialism, Social Values, *Visual Arts
Identifiers-*Norway

The basis for the New Norwegian Culture policy (NCC) is discussed in terms of the political attempt to extend the fundamental values of equality and social security into art and cultural life. The NCC is a result of a series of reports presented in the early 1970s which reflected a desire to see a broader welfare policy in Norway. The old form of cultural policy is characterized by a narrow concept of culture, priority given to elite art, a narrow group of consumers of elite art, central administration of cultural resources, cultural policy which reflects the establishment, and stipends and honorary salaries to artists. The new objectives encompass a widened concept of culture, mass consumption of art, culture policy in the form of social reform, and state guaranteed minimum salaries for artists. The perception of the visual artist has changed from a charismatic character to an average worker and from perserverance as an indicator of talent to collective organizing. The consensus is that the new policy reflects equality and social security as fundamental characteristics of Norwegian culture. Opposition within the NCC stems from the difficulty in finding a compromise between centralized power and local autonomy in distribution of resources for artists and art projects, relevance of the egalitarian and social security values to art, and funding priorities. Major grievances among artists include role perception, problems with the organization structure, and allocation of guaranteed income. (Author/KC)

ED 185 150 UD 020 209

Stokes, DeVon Renard

Stress vs. Identity Among Black Males.

Pub Date- 79

Note-8p.; For related documents see UD 020 192-208 and ED 181 100; Masters proposal, Ohio State University, Columbus, OH

Available from-Not available separately; See UD 020 192

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Blacks, *Identification (Psychology), Psychological Studies, *Research Design, *Self Concept, *Stress Variables, Values

A recurrent theme in the literature on black identity is self-hate. Black people are portrayed as suffering from one of the following four conditions; (1) low self-esteem; (2) impaired identity formation; (3) pathological environmental adaptation; and/or (4) low intellectual functioning. However, research is emerging which questions many of these conclusions. This study will attempt to determine whether stress in black males is increased due to their identification with the oppressor.'' Physiological stress will be measured among three groups of black men: (1) those who have internalized the values of mainstream white society; (2) those who have developed a dual lifestyle in which work life is white and social life is black; and (3) those who have rejected the values of mainstream white society and are seeking to implement an alternative system. All subjects will be given 30 statements that typify the categories outlined above. Physiological measurements will be taken by means of polygraph, Galvanic Skin Potential, and electrocardiograph tests. A chi-square analysis will be used to empirically test out the hypothesis of the study. (Author/RLV)

ED 185 212 UD 020 498

Love, Ruth B.

The Educational Process and Black on Black Crime.

Pub Date-2 Feb 80
Note-20p.; Paper presented at workshop of the National Bar Association Conference on Black on Black Crime (Oakland, CA, February 2, 1980)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adoption (Ideas), *Black Youth, Change Agents, *Change Strategies, Community Change, *Crime, Economic Change, Educational Change, *Schools, Secondary Education, *Social Change

Black on black crime reflects the behavior of people of poverty and powerlessness. It grows from a pathology of racism; a society which denies access and opportunity. Educational institutions can be essential instruments of change. Strategies to help enhance the lives and potential of black youth include: (1) provision for opportunity for success; (2) influencing natural leaders toward positive, constructive activities; (3) development of truancy reduction and re-entry programs; (4) stressing the importance of self-identity and self-worth as basic skills; (5) reduction of criminals on campus; (6) development of curricula on non-violent conflict resolution; (7) role modelling by positive achieving adults; (8) development of programs using streetworkers to counsel black youth and placement of social services within schools; and (9) service by adults as mentors or advocates for under-achieving, high potential youth. It is also important for the black community to mobilize its resources to combat black on black crime. White Americans must be convinced that affirmative action should be more than a verbal symbol. The challenge is to sustain our most precious natural resources, our children. (Author/MK)

Physical Education, Grades 7-12. Curriculum Bulletin 1978-79 Series No. 2.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date-79
Note-246p.
Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($6.00).
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adapted Physical Education, *Athletics, Dance, Gymnastics, *Learning Activities, Leisure Time, Lifetime Sports, Outdoor Activities, *Physical Activities, *Physical Education, Physical Fitness, *Recreational Activities, Secondary Education, Swimming, *Teaching Methods, Teamwork, Track and Field

This bulletin presents a wide range of sports activities for students at the secondary level. Designed as a teacher's guidebook, it presents information on a wide range of sports. The history of the sports class activity, goals and achievement standards for different grade levels, organization and management of the class, instructional materials, and teaching suggestions are provided for each sport which is discussed. Diagrams accompany these descriptions. Sport activities discussed include: 1) team sports; 2) track and field; 3) individual and dual leisure sports; 4) gymnastics and tumbling; 5) fitness and conditioning; 6) combatives; 7) dance; 8) outdoor education; 9) aquatics; 10) recreational games; and 11) adapted physical education. (JD)

ED 185 043 SP 015 875

Sex-Role Stereotyping and Women's Studies. A Resource Guide for Teachers Including Suggestions, Units of Study, and Resource Lists.

Ontario Dept. of Education, Toronto.

Pub Date-78

Note-90p.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Curriculum, Elementary Secondary Education, Foreign Countries, Human Relations, *Instructional Materials, Interaction, Primary Education, *Role Models, Self Actualization, Sex Bias, *Sex Role, *Sex Stereotypes, *Social Attitudes, Socialization

Identifiers-Canada

This document was developed to assist educators in the ongoing task of developing a learning environment that is free from sex-role stereotyping, and a curriculum that accurately depicts the roles of women. As a resource guide, this document actively supports a number of Ontario's Ministry of Education guidelines concerning the education of children in kindergarten through grade 13. Among the topics discussed by the guide are: advertising and sex-role stereotyping; industrial and technological female professionals; science education and the depiction of male and female traditional roles; pioneer women, and their contribution to Canada's history; family relationships and the role of male and female parents and children, women, sport, and Canadian society; women and the law; and, women in the arts. (Authors/LH)

ED 185 128 UD 019 843

The ESAA Basic and Pilot Programs in Region II; Evaluation Study. Executive Summary.

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-Aug 79

Note-6p.; Not available in paper copy due to the reproduction quality of the original document

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Federal Aid, *Federal Programs, Magnet Schools, Program Evaluation, *School Desegregation

Identifiers-*Emergency School Aid Act 1972, New Jersey, New York

This study examines Emergency School Aid Act (ESAA) program operations related to school desegregation in New York and New Jersey. Included are brief discussions of application submission, grant competition, and project monitoring and technical assistance. Information presented is based on Federal and State data, program records, interviews, and case studies of eight Basic and Pilot projects in seven districts for 1976-77. The study found that despite successful efforts by the Office of Education to direct the larger ESAA awards to school districts with greater desegregation needs, this region as a whole had a low need for desegregation aid, since little recent desegregation had taken place. In terms of grant size, Region II was fouqd to be receiving large sums of money, despite the modest nature and extent of desegregation plans and the predominance of compensatory education activities not closely related to school desegregation needs. Further, review panels rated magnet school projects very highly, although the applicability of and local support for such projects was questionable. Regarding funding, delays by the Office of Civil Rights and the Office of Education were discovered to have caused numerous implementation delays in Region II projects. Little reliable information was found regarding technical assistance and monitoring. (Author/GC)

ED 185 170 UD 020 379

Aquila, Frank D., Ed. Hummel, Judy, Ed.
A Quest for Equality: Title IX, The Second Year. Proceedings (Indiana University, Indiana, January 19-20, 1977).
Indiana Univ., Indianapolis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-305-76-0011
Note-102p.; Not available in paper copy due to small print. Proceedings of a Conference on Title IX.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, Athletics, *Compliance (Legal), Educational Legislation, Elementary Secondary Education, Employment Practices, *Legislation, School Counselors, *Sex Bias, *Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes
Identifiers-*Title IX Education Amendments 1972

The papers presented in this volume are the result of a conference designed to assist school personnel in understanding and developing plans to eradicate sex discrimination in schools. The works included are: The Subtleties of Sexism: A Short, Short Story,'' by Sharon B. Lord; Legal Ramifications and Concepts of Title IX,'' by Charles E. Guerrier and Barbara Kaye Besser; Title IX, or Be Nice to Uncle Sam's Nieces, or Are Reproductive Organs Relevant for Education?'' by Bernice Sandler; Title IX: The Basics,'' by Frances Dodson Rhome; Title IX: Employment Practices, Grievance Procedures and Other Administrative Concerns,'' by Richard A. Boyd; Girls Athletics: A Question of Priorities,'' by Patricia Roy; Title IX and the Guidance Counselor,'' by Joanna Allman; Kojack Revisited: The Nature and Costs of the Male Sex Role Stereotype,'' by David Sadker; and A Technique to Assess Title IX Implementation in a Selected School Corporation,'' by Judy Hummel, Terry Ogle, and Frank Aquila. Also included are a summary of the regulation for Title IX, a Title IX compliance checklist, and a list of Title IX amendments. (MK)

ED 184 868 SE 030 526

Human Genetics. Informational and Educational Materials, Vol. I, No. 1.
National Clearinghouse for Human Genetic Diseases (DHEW/PHS), Rockville, Md.
Pub Date- 79
Note-212p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Diseases, *Educational Resources, *Genetics, Health, Heredity, Human Body, *Instructional Materials, Reproduction (Biology), *Science Education, Science Materials, Scientific Research

This catalogue, prepared by the National Clearinghouse for Human Genetic Diseases, provides educational and informational materials on the latest advances in testing, diagnosing, counseling, and treating individuals with a concern for genetic diseases. The materials include books, brochures, pamphlets, journal articles, audio cassettes, filmstrips, games, laboratory exercise kits, teaching kits, 16mm motion pictures, posters and charts, real objects, 35mm slide transparency sets, slide/tape lectures, super 8 film loops, and video cassettes. The catalogue is divided into two sections, the title section and the appendices. In the title section, the materials are grouped according to the type of medium. Appendices are divided into a list of subject headings, a subject index to titles, and a list of abbreviations used with name and address of producers, publishers, and sources. (SA)

ED 184 893 SE 030 585

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.

Investigations in Mathematics Education, Vol. 13, No. 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-80
Note-71p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, single copy $1.75).
Journal Cit-Investigations in Mathematics Education; v13 n1 Win 1980
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Abstracts, Achievement, Calculus, Cognitive Style, Computer Oriented Programs, Elementary Secondary Education, Higher Education, *Learning Theories, *Mathematics Education, *Mathematics Instruction, Problem Solving, Teaching Styles
Identifiers-Mathematics Education Research, *Stanford Mathematics Education Study Group

Presented are 13 articles which contain abstracts and analyses of research reports related to mathematics education. The first article considers six working papers, on a variety of topics, from E. G. Begle and the Stanford Mathematics Education Study Group. Of the remaining reports, two deal with problem solving, five with some aspect of learning style or theory, and one each with influences on pupil performance teacher effectiveness, a strategy for teaching indefinite integration, Piagetian tasks as predictors of achievement and teaching style. Research related to mathematics education which was reported in RIE and CIJE between July and September 1979 is listed. (MK)

ED 184 933 SO 012 448

Kossack, Sharon Wall Reichbach, Edward

How to Reduce Vocabulary Interference When Teaching Elementary Social Studies.

Pub Date-21 Nov 79
Note-10p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Needs, Educational Objectives, Elementary Education, Literature Reviews, Reading Achievement, Reading Improvement, Reading Skills, Skill Development, *Social Studies, Teacher Role, *Teaching Methods, *Vocabulary

Problems related to elementary school students' ability to read social studies materials are discussed. Emphasis is placed on the task that confronts the student while reading social studies and on the teacher's role in helping students improve their reading skills. Vocabulary is identified as the major factor contributing to reading difficulties. Five categories of vocabulary are discussed standard (normal words used in reading and/or conversation), transitional (one meaning in a student's real life situation and another in social studies), technical (seldom encountered except in social studies texts), changeable (meanings vary within the context of social studies), and phrases (groups of words which do not function in an adjective-noun relationship. Suggestions to remedy problems associated with these categories of vocabulary words include preparing slow readers with more advanced peer tutors, preparing guides to direct students to ideas within specified paragraphs on particular pages, offering oral as well as written examinations, exploring multiple meanings of words with students, and exposing students frequently to non-familiar words. (DB)

ED 185 017 SP 015 758

Freiberg, H. Jerome Townsend, Karan

Learning Guide for Perspectives on Organizations. 1978 Teacher Corps Developmental Training Activities.

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Apr 78
Contract-300-77-0156
Note-76p.; For related document see SP 010 243.
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Behavior Theories, Group Dynamics, *Inservice Teacher Education, *Interaction, *Organization, Organizational Development, Teacher Behavior, *Teacher Workshops
Identifiers-*Teacher Corps

This learning guide, structured into two sections, was developed to facilitate the learning of cognitive and social skills of individuals working within a group organization. The first section deals exclusively with knowledge about organizational structure, and is oriented towards developing recall and comprehnsion. This section seeks to highlight and to identify basic facts and concepts, and includes exercises such as crossword puzzles and fill-in-the-blank questions geared towards this goal. The second section offers the reader the opportunity to apply and extend the knowledge gained in the first part of the guide. The activities included in this section are intended to encourage interaction between participants as well as introspection on the part of individual participants. Both independent and group activities are included in the guide. (Author/LH)

ED 185 066 TM 800 050

Bott, Ross A.

A Study of Complex Learning: Theories and Methodologies. Report No. 7901.

California Univ., San Diego. Center for Human Information Processing.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Mar 79

Contract-N00014-76-C-0628

Grant-MH-15828

Note-165p.; Not available in paper copy due to marginal legibility.

Available from-National Technical Information Service, Springfield, VA 22161 (AD-A068 323/5ST, MF $3.50, HC $3.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Science Education, *Concept Formation, *Difficulty Level, Higher Education, Knowledge Level, Learning, *Learning Processes, *Learning Theories, Prior Learning, Research Methodology, *Study Guides

Identifiers-Analogical Reasoning, Complex Concepts

An analysis and model of the cognitive processes underlying complex learning situations are presented. A theory is proposed that attempts to specify particular internal knowledge structures generated and modified during instruction, and to use them to explain specific difficulties that the learner experiences and also the overall progress being made. The theory states that (1) the underlying process reflects largely the prior knowledge structures of the student interacting with the information implied by the instruction; (2) the learning mechanisms involved are mostly simple and automatic; (3) the key information within the knowledge structures which allows complex learning to occur is the similarity between higher-order structures. This theory was applied to novices learning to use a computer text editor by reading a basic instruction manual and completing some exercises. After each sentence of instruction, they were asked to describe their current understanding, any difficulties they were aware of, and their expectations about what would follow. Their protocols were analyzed for evidence of underlying cognitive processes. These learning processes and the associated knowledge structures on which they operate were then modeled in terms of the theory at several levels of detail. (Author/GDC)

ED 185 087 TM 800 084

Wergin, Jon F. And Others

Southern Regional Education Board Faculty Evaluation Project: Final Evaluation Report.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date- 79
Note-36p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Administration, *College Faculty, Evaluation Criteria, Evaluation Methods, Evaluators, Faculty College Relationship, Faculty Development, *Faculty Evaluation, Higher Education, *Program Evaluation
Identifiers-*Southern Regional Education Board

A summary is presented of an intensive assessment of the impact of a two-year effort to assist 30 colleges and universities to improve their faculty evaluation procedures. The Southern Regional Education Board (SREB), supported by a grant from the Fund for the Improvement of Postsecondary Education, worked closely with teams of faculty and administrators in workshop and consultation settings to help them design evaluation approaches which were more comprehensive and systematic. The vast majority of the institutions made significant progress toward accomplishing their goals. In general, institutions with the most ambitious goals made the greatest progress. Seven characteristics, most notably support and involvement by top-level administrators, influenced the progress and probability of lasting impact. Full and extensive faculty involvement also proved essential. Certain project activities, in particular the campus visits by project-sponsored consultants, proved significantly helpful. Participants learned several things about the politics of change, as well as about faculty evalution. A regional, interinstitutional approach provided valuable stimulation and access to expert knowledge. (Author/CTM)

ED 185 108 TM 800 119

Clarridge, Brian R. And Others

Tracing Members of a Panel: A 17-Year Follow-Up.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report NO.-CDE-76-23

Pub Date- 76

Grant-HD-05876; M-06275

Grant-HD-05876; M-06275

Note-57p.; Pages 45-51 contain marginally legible handwriting and small print.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Attrition (Research Studies), Data Analysis, Data Collection, Educational Background, *Graduate Surveys, *High School Graduates, Place of Residence, Research Design, Research Methodology, Research Problems, Sampling, Sex Differences, State Surveys, *Success, *Telephone Communications Systems

Identifiers-Wisconsin

A search, primarily by telephone, in 1974 successfully located 97.4 percent of a sample of 10,317 subjects who had graduated from Wisconsin high schools in 1957. This high response rate was obtained partly because the original study incorporated several diverse types of identifying items which could lead to the future location of the respondents; but the methods used in the search also contributed to the success, as did its organization and management. The 1974 search was even more successful than a search of the same group in 1964. Ten stratified random samples were formed and searched, one at a time, so that a representative sampling could be assured in case the search, or the ensuing study, had to be terminated before the completion of the total survey. Personnel for the search were carefully trained and motivated. They worked on two-hour shifts. Names and 1964 addresses were obtained from computer tapes. Routine procedures and forms for recording the results of telephone calls were established. State tax records and credit searches were not used. Examples are given of some of the difficult or unusual but successful searches. (Author/CTM)

ED 185 192 UD 020 452

Ballagas, Linda

Atlanta Follow Through Resource Center Final Report, 1977-78 and 1978-79.

Atlanta Public Schools, Ga.

Pub Date- 79

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Diffusion, Elementary Secondary Education, Expenditures, Information Dissemination, *Instructional Improvement, *Instructional Materials, Program Development, Program Effectiveness, *Program Evaluation, *Program Implementation, *Public Relations, Resource Centers, School District Spending

Identifiers-Georgia (Atlanta), Project Follow Through

Follow Through Resource Centers are a nationwide system designated to assist local school districts in improving their educational programs through adoption of exemplary educational programs at a fraction of the original development cost. Resource personnel develop materials for dissemination. Materials are presented in awareness sessions with the goal of adoption of educational programs by school systems. This document presents the findings of the evaluation of the Atlanta Follow Through Resource Center after it was in operation for two years. The Center was found to have evolved considerably since its inception and was able to increase dissemination efforts. In comparison to other Follow Through Centers, which had not been able to obtain program adoptions, the Atlanta Center obtained five. The adoptions were negotiated as a result of awareness sessions. Evaluations completed by awareness session participants indicated that the session goals were accomplished. Funding by the U.S. Office of Education was increased to the Atlanta Program, which may be considered an indication of national success. It is recommended that a formative evaluation of Resource Center activities be conducted. (MK)

ED 184 914 SO 012 383

Richard, James M., Jr.

Regression Weights and Communication among Researchers from Different Disciplines.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-CSOS-R-283

Pub Date-Sep 79

Grant-NIE-G-78-0210

Note-37p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Data Analysis, *Differences, Error of Measurement, *Multiple Regression Analysis, Psychology, Raw Scores, *Research Methodology, *Social Science Research, Sociology, *Statistical Analysis

This report examines the difference in approaches between sociologists and psychologists when using multiple regression techniques in the analysis of behavioral data. Psychologists and sociologists are often divided in their orientation toward regression techniques, and this division could be a substantial and unfortunate barrier to communication among researchers. Many sociological methodologists argue that unstandardized (raw score) regression weights should be used in comparing groups, whereas psychologists rely almost exclusively on correlations and standard score regression weights. This report attempts to clarify the issue by illustrating how raw and standard score regression weights behave in various circumstances. The report is presented in four sections. Section one explores the reasons why sociologists prefer unstandardized weights. Section two discusses reasons why psychologists prefer standardized weights. Section three examines circumstances that do not fit conveniently under the rubric of comparing sociological and psychological perspectives on regression weights. The concluding section considers the implications of these analyses. It is found that each kind of weight is invariant in some circumstances where the other is not, and each kind can provide scientifically meaningful information that the other cannot. (Author/AV)

ED 184 971 SO 012 515

Project ACE Activity Sets. Book I: Grades 3, 4, and 5.
Eden City Schools, N.C.; Greensboro City Public Schools, N.C.; Wake County Schools, Raleigh, N.C.
Pub Date-79
Note-261p.; For related documents, see SO 012 516-517. Some of the journal articles throughout the document may not reproduce well in paper copy.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Citizenship Education, *Conservation Education, Cultural Awareness, Educational Objectives, Elementary Education, Futures (of Society), Grade 3, Grade 4, Grade 5, Immigrants, Learning Activities, Local Government, Map Skills, Role Playing, Simulation, *Social Studies, *United States Government (Course), Units of Study, *Urban Studies, Values Education
Identifiers-North Carolina

Eleven activity sets suitable for supplementing social studies units in grades 3, 4, and 5 are presented. Each set lists appropriate resources, concepts, general objectives and instructional objectives for each activity within the set. Grade 3 sets are You Can Help Conserve Our Natural Resources,'' Urban Decay and Urban Renewal,'' The Use of Natural Resources in the Home,'' and Problems, Problems, Problems, The Local Government Can Help.'' Activities include a role-playing situation depicting 25 years from now when natural resources are limited and the cities are crowded; viewing and discussing filmstrips and slides about the growth of a city; and drawing pictures of possible future cities. Also, students receive a coloring book of different types of shelter and play a game, Shelter and Food.'' Grade 4 sets include What Does City Government Do?'' Who Is a Southerner?'' Understanding Differences in Culture,'' and Map Skills for North Carolina Citizens.'' Students

learn about powers, responsibilities and services of local government and the geographical features, famous people, and life-style of the Southern United States. Values clarification, geneology exercises, and learning map skills through filmstrips are other activities. Grade 5 sets examine Where is the Federal Government in Your Community?'' Taxes Do We Need Them?'' and The Study of Immigration to the United States.'' Students study the activities of federal agencies, the process of collecting taxes, and the steps one must undertake to become a naturalized citizen. Immigration and citizenship forms are included. (KC)

ED 184 991 SP 015 351

Neulinger, John

Leisure Education: A Serious Task, Not Self-Delusion Nor Child's Play.

Pub Date-Apr 79
Note-15p.; Paper prepared for the Annual Leisure Education Conference (4th, University Park, PA, April 24, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, Behavior Patterns, Individual Needs, *Leisure Time, Life Style, *Quality of Life, *Self Actualization, *Social Attitudes, *Values Clarification

Leisure is a function of the individual's interaction with the environment, both social and physical. The sense of freedom from obligation (or the leisure experience''), and the context in which this experience might take place, differ significantly from person to person. These factors depend on each person's individual background and socialization history. These complexities must be taken into account in educating for leisure. A set of moral principles and values needs to be examined, and a new leisure ethic developed. (Author/JD)

ED 185 151 UD 020 246

Soberano, Rawlein G.

Civic Education for the Vietnamese as Prospective Citizens.

Pub Date- 75

Note-38p.; Not available in paper copy due to reproduction quality of original document

Language-English; Vietnamese

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Asian Americans, *Citizenship Education, Civics, *Curriculum Development, *Learning Modules, Program Descriptions, Refugees, United States History, *Vietnamese People

The Civic Education Program of Our Lady of Holy Cross College provides education for Vietnamese refugees with regard to: (1) the history of the United States; (2) the function of Federal, State and local governments as they relate to the Constitution of the United States; and (3) the role of the citizen in a democracy with respect to the law. The goal of the project is to provide civic education for the Vietnamese living in the New Orleans area so that they may achieve a smoother entry into American life and culture and participate effectively in the democratic processes. Teaching modules are provided for the above mentioned areas. Included in the modules are a description, rationale, list of objectives, instructional methods, learning activities, list of resources, and formative tests in English and Vietnamese. (Author/RLV)

ED 185 213 UD 020 503

Adams, Effie K. Jones, Ruby J.

Scaling the Ivory Tower in Spite of Affirmative Action Guidelines.

Pub Date-Apr 80
Note-26p.; Paper presented at the American Education Research Association Meeting (Boston, MA, April, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affirmative Action, Business, Colleges, *Educational Opportunities, *Employment Practices, Equal Education, Equal Opportunities (Jobs), *Females, Industry, *Minority Groups, Personnel Policy, *Personnel Selection, Reverse Discrimination

The purpose of this discussion is to examine the response of various organizations to Affirmative Action mandates, and to point up instances of practices which have met with both success and near failure. Since colleges and universities have seemingly grown more like big business and industry, they have become more political in their orientation and values. Extensive use was made of the literature, including news media, government documents, and journals; on-the-spot visitations to various firms advertising vacancies and carrying the AA/EEOE-Minorities and Women Encouraged to Apply'' labels; examining responses to written applications sent to firms advertised in the Chronicle of Higher Education'' and the Affirmative Action Register''; and collecting data from selected businesses, industries and colleges in Texas. The results of the various investigative sources tend to show that administrators and managers, while advertising as an open system, use hiring practices that are primarily closed, and that the 'old boy' network still prevails. The most astouqding findings involve the feuding,

procrastinating, and litigation with the federal government and the continuous cries of reverse discrimination,'' racial quotas,'' and unqualified minorities both females and males.'' (Author/BE)

ED 184 952 SO 012 486

Perez, Monte E.

Social Change and Policy Development: An Agenda for Change Adovcates.

Pub Date-9 Apr 80
Note-22p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Agents, *Change Strategies, Futures (of Society), Government Role, Lobbying, *Policy Formation, Position Papers, Public Administration, Public Agencies, Social Action, *Social Change, Social Organizations, Social Planning, Social Problems

Social change goals and objectives may be achieved by social change advocates through the policy development process. Policy is defined as a set of decisions governing the behavior and actions of institutions and individuals. The legislative, executive, and judicial branches of government comprise the major policy institutions. The bureaucracy of the executive branch and public interest groups also play a significant role in shaping policy. In the policy development process of the congressional branch, change advocates can intervene at three central points: the subcommittee, full committee, and full body deliberations. In the executive branch, intervention points include regulations, budget, and program planning activities. Litigation is the primary

vehicle to obtain policy guidance in the courts. Commitment to obtaining effective organization, leadership, and resources to effect change is of primary importance. The major purpose of organizations providing policy guidance is to defend and promote the interests of their constituencies through the linking of data, research and evaluation findings, information, and communication with political sophistication. Elements fundamental to the policy change effort involve building the organization; knowing the political processes; networking local, regional, and national communications; and developing coalitions between change advocates and organizations. (Author/KC)

ED 185 044 SP 015 876

Katz, Deborah Goodwin, Mary T.

Food: Where Nutrition Politics and Culture Meet. An Activities Guide for Teachers.

Center for Science in the Public Interest, Washington, D.C.

Pub Date-76

Note-230p.

Available from-Center for Science in the Public Interest, 1755 S Street N.W., Washington, DC 20009 ($4.50).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Consumer Education, Cultural Differences, *Dietetics, Eating Habits, *Food, Global Approach, *Health Education, Hunger, Life Style, *Nutrition, Pregnancy, Secondary Education, Social Services

This book is designed to provide a comprehensive and contemporary view of food and nutrition for secondary level students. The activities and text address fundamental nutrition issues in a wide range of disciplines such as economics, government, anthropology, biology and journalism. The following major topics are covered: 1) eating patterns; 2) foods and essential nutrients; 3) nutrition, diet-related diseases, and the life cycle; 4) food and the consumer; 5) the food system and the environment; 6) hunger in the United States; and 7) world hunger. (JD)

ED 185 129 UD 020 079

Evaluation Comment, Vol. 6, No. 1, October 1979.
California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date-Oct 79
Note-21p.
Journal Cit-Evaluation Comment; v6 n1 Oct 1979
Pub Type- Reports - Evaluative (142) - Collected Works - Serials (022) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Court Litigation, *Non English Speaking, Program Evaluation, *Spanish Speaking
Identifiers-California (Los Angeles), Crawford v Board of Education of Los Angeles, *Keyes v Denver School District Number 1

This publication consists of two articles: Evaluation in Bilingual Education,'' by James Burry, and Desegregation and the Rights of Hispanic Students: The Los Angeles Case,'' by M. Beatriz Arias. In his paper, Burry used three methods for identifying bilingual evaluation needs. First he reviews Federal/State requirements for bilingual program evaluation. Second he reviews bilingual evaluation literature and describes needs in testing and design. Third, he uses an administrator survey to describe needs in planning/management, evaluation designs, test selection/development, and information utilization. Arias discusses the rights of Hispanic students as seen in the Los Angeles desegregation litigation: Crawford vs. Board of Education of the City of Los Angeles in 1963; the 1970 Los Angeles Superior Court determination that Los Angeles Unified School District was substantially segregated; and the 1976 California Supreme Court Affirmation of the lower court's findings. Arias then discusses four possible areas of conflict between the linguistic needs of Hispanic students and the development of a desegregation plan: maintaining a critical mass'' of students of limited-English speaking ability; the availability of qualified bilingual teachers; curriculum planning and coordination; and English-speaking student participation in bilingual education programs. (Author/BE)

ED 185 171 UD 020 380

Ogletree, Earl J. Welfare, Margaret
Methods of Curriculum Implementation.
Pub Date- 79
Note-20p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Curriculum Enrichment, *Curriculum Research, Educational History, Elementary Secondary Education, Nontraditional Education, *Relevance (Education)

Modern curriculum theory is predicated on the belief that the primary purpose of education is to change or modify the behavior of the learners. Curriculum, thus, consists of all the experiences the school provides to allow students to achieve the greatest possible fulfillment of their potentialities. Current curriculum improvement programs are attempting to come to grips with the reality of pupil differences in relation to knowledge. Such practices as team teaching, individualized instruction, alternative schools, career education, bilingual education and the back to basics movement have all precipitated curricular changes. In order to improve today's educational system we must involve the members of society who are directly responsible for the education of children in setting up a curriculum that is relevant to the learner and to the needs of the society of which he is a member. (Author/RLV)

Turkel, Tux
The Maine Teacher's Energy Primer.
Maine Audubon Society, Falmouth.
Pub Date-79
Note-41p.; Not available in hard copy due to copyright restrictions.
Available from-Maine Audubon Society, Energy Department, 118 U.S. Route One, Falmouth, ME 04105 ($5.00, $3.50 12 or more).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Activities, *Curriculum Development, Decision Making, Elementary Secondary Education, *Energy, *Energy Conservation, *Environmental Education, Middle Schools, *Science Education, Solar Radiation
Identifiers-*Energy Education

This guide is intended to serve a two-fold purpose: (1) to familiarize the teacher with the jargon, issues, and concepts of energy problems, and (2) to assist the teacher in preparing a curriculum dealing with energy issues. The guide is divided into four chapters: (1) energy basics, (2) uses of energy, (3) conservation, and (4) future scenarios. Each section contains background information and activity descriptions. Each chapter is prefaced with a specification of objectives and a glossary of terms. (RE)

ED 185 018 SP 015 763

Frith, Greg

Career Hints for the Doctoral Candidate Interested in Teacher Education.

Pub Date-Oct 79

Note-10p.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Development, Doctoral Degrees, *Graduate Students, *Higher Education, Scholarly Journals, *Teacher Education, *Teacher Employment, *Work Environment

Guidelines are given to aid doctoral candidates in the selection of a specific career position within the field of teacher education. Various considerations relative to employment at differing types of universities are examined. University philosophy, monetary considerations, commuqication channels within the department, faculty relationships, relationships between the university and the local public school system, accreditation status, self-study programs, pofessional writing and publications requirements for professors, and several other factors influencing the future work environment of doctoral students are discussed. (LH)

ED 185 088 TM 800 087

Buck, Lawrence S.

Is the Federal Government Jumping on the Criterion-Referenced Testing Bandwagon?

Pub Date-Oct 79
Note-13p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Criterion Referenced Tests, *Federal Government, *Government Employees, Job Placement, *Job Training, Military Personnel, *Military Training, Personnel Evaluation, Personnel Selection, Testing Problems, *Testing Programs, Training Objectives
Identifiers-Civil Service Commission, Equal Employment Opportunity Commission, Internal Revenue Service, Social Security Administration

The increasing use of criterion referenced testing (CRT) among the various branches of the federal government is described. The requirements of the merit system have tended to promote the use of norm referenced tests except for uses such as pass/fail performance tests. The two areas in which criterion-referenced tests have been most useful are training and occupational licensure. The military services have lead the way in using criterion-referenced tests in their training programs in spite of their high initial costs because the CRT's are effective screening devices and diagnostic aids and for evaluation of instruction. The Internal Revenue Service has established a centralized testing program capable of providing feedback to course developers, program managers, and instructors. Its manual item banks are being converted to computerized banks. The Social Security Administration has developed an extensive programmed instruction system based on criterion-referenced testing. The Civil Service Commission's Bureau of Training is considering the use of criterion-referenced testing to evaluate training programs. Properly developed criterion-referenced tests should meet the requirements of the Uniform Guidelines on Employee Selection Procedures. (CTM)

Lawson, Anton E., Ed.
1980 AETS Yearbook: The Psychology of Teaching for Thinking and Creativity.
Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0004
Note-339p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.00 nonmembers, $5.50 members).
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Cognitive Development, Creative Development, *Creativity, *Critical Thinking, Educational Psychology, Humanism, Intellectual Development, Logical Thinking, *Problem Solving, Science Education

The theme of the seventh yearbook of the Association for the Education of Teachers in Science (AETS) involves the relationship of psychology of teaching thinking and creativity as this activity is performed in a science education context. Eleven chapters follow a foreword by Jean Piaget and the reproduction of Part I of The Central Purpose of American Education,'' a 1961 publication of the Educational Policies Commission of the National Education Association. Chapter titles and authors are: Learnable Aspects of Human Thinking (Robert M. Gagne); Teaching for Thinking and Creativity: A Piagetian View (Constance Kamii); Intellectual Development and Instruction: A Neo-Piagetian View (Robbie Case); A Theory of Teaching for Conceptual Understanding, Rational Thought, and Creativity (A. E. Lawson and C. A. Lawson); Teaching for the Development of Reasoning (Robert Karplus); Education for Rational Thinking: A Critique (D. P. Ausubel); Meaningful Reception Learning as a Basis for Rational Thinking (J. D. Novak); A Three-Stage Model for Teaching for Creative Thinking (E. P. Torrance); A Humanist's Perception of Thinking and Creativity: The Radical Behaviorist's View (J. S. Vargas and P. A. Moxley, Jr.); and Brain Asymmetry: The Possible Educational Implications (M. A. Mogus). (PB)

ED 184 934 SO 012 449

Kent, R. C., Ed. Nielsson, G. P., Ed.

The Study and Teaching of International Relations. A Perspective on Mid-Career Education.

Pub Date-80
Note-358p.
Available from-Nichols Publishing Company, Post Office Box 96, New York, NY 10024 ($26.50)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-Adult Education, *Adult Students, Books, Continuation Students, Educational Assessment, Essays, Graduate Students, *Intellectual Disciplines, *International Relations, Nontraditional Students, Program Evaluation, Social Sciences, Student Characteristics, *Teaching Methods
Identifiers-Midcareer Programs

The document presents 19 essays which explore the growth of international relations (IR) as a field of intellectual inquiry and evaluate dilemmas currently facing IR. Authors were selected on the basis of involvement with midcareer students while participating in overseas graduate programs of the Schools of International Relations at the University of Southern California. Essays are presented in four chapters. Chapter I focuses on international relations studies. Titles include The Evolution of International Relations as a Social Science,'' Analysing the 'Great Debates','' and Foreign Policy Analysis: Search for Coherence in a Multifaceted Field.'' Chapter II provides information on teaching international relations to midcareer students. Titles include The Teaching of Foreign Policy Analysis,'' Methodology and Mature Students: Reflections upon Pedagogical Problems,'' and The Comparative Study of Regional International Relations.'' Chapter III considers how midcareer students learn IR. Titles are Student Perspectives on the U.K. Program,'' A Survey Profile of Program Graduates' Attitudes, with a Critique,'' and Beliefs, Values and Perceptions: The Impact of International Relations Studies upon Mid-Career Students.'' The final chapter on future perspectives presents one paper entitled Future Perspectives: A Composite View.'' Author and subject indexes conclude the document. (DB)

ED 184 992 SP 015 449

Butler, Katie B.

Walking in Navajo Footprints.

Houston Univ., Tex. Coll. of Education.
Pub Date-74
Note-185p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*American Indians, Art, Dramatic Play, Language, *Learning Activities, Mathematics, Motor Development, *Multicultural Education, Music, *Primary Education, Science Education, Social Studies
Identifiers-*Navajo (Nation)

This module presents a guide for the study of the Navajo Indians' life and customs as they existed about thirty years ago. The length of time necessary to complete the activities, which are designed for use in kindergarten through third grades, may vary from one to two weeks. The module includes language, science, mathematics, art, music, dramatic play and social studies activities as well as activities for gross and fine muscle development. (Author/JD)

ED 185 067 TM 800 052

Suggested Guidelines for Developing and Implementing a Minimum Competency Program in Citizenship.

Virginia State Dept. of Education, Richmond.
Pub Date-1 Sep 78
Note-35p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, *Citizenship Education, *Course Objectives, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Guidelines, *Minimum Competencies, Situational Tests, Social Studies, State Standards, Student Evaluation, Student Projects
Identifiers-Virginia

Guidelines are presented to assist school divisions in implementing the accreditation requirement of the Virginia Board of Education for minimum competency assessment in citizenship for all high school graduates. It is assumed that local schools or divisions have established goals and objectives for social studies programs which may serve as a beginning point for selecting minimum citizenship competencies, and which should reflect knowledge, skills, commitment, and action. Local school authorities may choose to develop the criteria by which citizenship competencies may be judged. Evaluation methods may include actual performance situations, simulated performance situations, school products and performance, and paper and pencil examinations. Advantages and disadvantages of each assessment technique are mentioned. A suggested model program for assessment is presented including a list of goals, related competencies, and performance indicators. (Author/CTM)

ED 185 109 TM 800 122

The Virginia State Assessment Program.
Virginia State Dept. of Education, Richmond.
Pub Date- 78
Note-18p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, *Criterion Referenced Tests, Cutting Scores, Elementary Secondary Education, *Equated Scores, Graduation Requirements, Mastery Tests, State Programs, Test Construction, *Testing Programs, *Test Interpretation
Identifiers-Domain Referenced Tests, Rasch Model, Virginia

Rasch model statistics and domain-referenced test development methods were used in the Virginia Basic Learning Skills (BLS) testing programs and the Graduation Competencies testing program in order to increase the fairness and effectiveness of those programs. Mastery of each of the 83 objectives in reading and mathematics for grades one through three was certified on the basis of two different criteria. The difficulty level of each of the objectives was determined and located on a scale from 160 to 240. By one criterion, students whose Rasch scaled score was higher than the difficulty level of the objective were deemed competent for that objective. In addition, students were expected to answer three out of the four items correctly for each objective that they had mastered. Instances of discrepancy between these two criteria were to be resolved on the basis of other information, such as the administration of an alternate form of the test. For certification of eligibility for high school graduation, total test scores, expressed in terms of total percent correct, were used. (CTM)

ED 185 152 UD 020 276

Wilson, Andrea

The Role Schools Can and Do Play: A Reappraisal in Light of Recent Research.

Pub Date-18 Nov 79

Note-23p.; Paper presented at the National Conference on Urban Education (5th, Detroit, MI).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, Educational Objectives, Literature Reviews, *Organizational Effectiveness, *School Organization, *School Role, *Social Change, Success

The last decade and a half was dominated by the view that schools do not matter, that schooling makes no difference, and that schools are powerless to change their students' destinies. Current research throws new light on these issues and prompts a questioning of these values. Recent studies present evidence that school experiences can indeed have an effect and give indications of what particular features of school organizations and functions make for success. Traditional public policy approaches to the study of schools dealt primarily with facilities and resources. Coleman's contribution was to document the importance of the social setting of the school. However, the fundamental challenge to Coleman's findings stems from his omission of what actually goes on in the school. Several studies provide evidence that schools can make a considerable difference. They provide substantive material in support of schools as effective institutions and help bring some balance into a debate which has tipped against education and schools as functioning tools of social change. (Author/RLV)

Loewen, James W. And Others
Social Science for a Change.
Catholic Univ. of America, Washington, D.C. Center for National Policy Review.
Pub Date-79
Note-41p.; Not available in paper copy due to print color of original document
Journal Cit-Clearinghouse for Civil Rights Research; v7 n3-4 Fall-Win 1979
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Civil Rights, *Court Litigation, Elections, Employment Practices, Housing, Minority Groups, Promotion (Occupational), Racial Segregation, Schools, *Social Discrimination, *Social Science Research, *Statistics, Voting

This publication is a collection of social science research and statistical techniques that can help win civil rights court cases. Articles included are: (1)   A Lawyer Looks at Social Science in the Courts''; (2)   How Social Scientists and Lawyers Can Work Together''; (3)   The Nature of Statistics and Research as Used in Civil Rights Litigation''; (4)   The Sign Test for Comparing Hiring/Promotion Records for Possible Discrimination''; (5)   The T Test for the Difference of Two Proportions: Analyzing Juries and Venires for Discrimination''; (6)   Selecting a Defensible Sample and Using the T Test for the Difference of Two Means in Municiple Services Discrimination Cases''; (7)   Using the Index of Dissimilarity to Determine the Extent of School or Residential Segregation''; (8)   The Runs Test for Determining if Minorities are Being Clustered within a Dormitory or Housing Project''; and (9)   Using Correlation, Overlapping Percentages, Regression, and Census Data to Analyze Election Returns for Racial Bloc Voting.'' References are appended. (MK)

ED 185 214 UD 020 505

Choy, Susan P.

The Impact of Budget Cuts: New York City High Schools and the Fiscal Crisis.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-G-70-0163; G-78-0041
Grant-G-70-0163; G-78-0041
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgets, *Change Strategies, *Educational Finance, Financial Needs, Financial Policy, *Financial Problems, High Schools, Organizational Change, Organizations (Groups), Planning, *Resource Allocation, *Urban Schools
Identifiers-*New York (New York)

This study outlined an approach for analyzing the impact of changing resource levels on schools. The effects of declining resources in New York City high schools and the implications of the findings for school systems facing similar situations are investigated. The focus of the impact analysis was in the organizational domain: the services provided, the population served, and the technology used. The major findings of the analysis were that there were significant changes in the schools as a group in both mix of services and class structure. The changes were not haphazard, but were shaped by the characteristics of the pupils and schools. The analysis of the New York City high schools suggests a number of issues that administrators in other systems encountering declining resources should be prepared to deal with: (1) allocation of decisionmaking responsibility; (2) resource allocation procedures; (3) service standards; (4) collective bargaining procedures and legal restraints; and (5) distribution of burden. Priorities for future research are discussed. (Author/MK)

ED 185 019 SP 015 773

Fox, G. Thomas And Others

Residual Impact of the 1975 CMTI.

Wisconsin Univ., Madison. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-May 78
Contract-300-77-0500
Note-251p.
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Adoption, Change Agents, *Evaluators, Information Utilization, Inservice Education, Multicultural Education, Professional Development, Program Development, *Program Effectiveness, *Program Evaluation, Teacher Attitudes, *Trainees, *Trainers
Identifiers-Teacher Corps

This report is the result of investigations into the residual or long-term impact of the 1975 Corp Member Training Institute (CMTI) of the Teacher Corps on Institute participants. Singled out for investigation were the trainers, the trainees, and the evaluators of the program. The impact of the CMTI on the Teacher Corps projects and schools where the trained interns were placed is also examined. The methodology of the study of each of these investigations is discussed, and detailed reports of each are given. A working hypothesis based on findings is presented and recommendations to Teacher Corps for future training events are made. (JD)

ED 185 045 SP 015 889

Carey, Lou M. Marsh, David D.

University Roles in Inservice Education: Planning for Change.

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Feb 80
Note-114p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Role, Educational Research, *Inservice Teacher Education, Institutional Cooperation, Program Development, Program Implementation, Research Utilization, *Schools of Education, *Teacher Education Programs

Intended to aid schools, colleges, and departments of education in the implementation of inservice teacher education programs or in the expansion of existing programs, this monograph presents current research findings on the role of the university in teacher inservice education. It outlines a step-by-step process for making such programs an integral part of the university's purpose and suggests that greater involvement can be effected by considering the problem as one of institutional change rather than merely as a question of faculty development. (Author/LH)

ED 184 870 SE 030 528

Bassett, Lewis G. And Others

Physical Science for Nonscience Students (PSNS). Final Report.

Rensselaer Polytechnic Inst., Troy, N.Y.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jan 71

Note-341p.; Pages 99-103, 111-128, 345-362 removed due to copyright restrictions. Contains numerous light and broken type. Best copy available.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*College Science, Conferences, Curriculum Development, Higher Education, *Nonmajors, *Physical Sciences, *Science Course Improvement Projects, Science Curriculum, Science Education, Scientific Concepts, *Teaching Methods

Identifiers-*Physical Science for Nonscience Students

This is the final report of the Physical Science for Nonscience Students (PSNS) development project. The report includes five major topics and five appendices. The first section, the History of Organizational Activities, discusses the conferences in 1963-64 that initiated the planning of the course. The remaining sections include Administration, Materials Development, The Role of the Advisory Board, and Special Projects. (SA)

ED 184 915 SO 012 404

D'Amico, Joseph J. And Others

Words Into Action: A Classroom Guide to Children's Citizenship Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0058
Note-96p.; For a related document, see SO 012 405.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Citizenship Education, Citizenship Responsibility, Class Activities, Educational Resources, *Educational Strategies, Elementary Secondary Education, Environmental Influences, Individual Development, *Interdisciplinary Approach, Learning Activities, Role Models, Social Influences, Social Responsibility, Social Studies, *Student Participation, Teaching Guides

This booklet presents information to help teachers understand three influences on children's citizenship development and offers practical suggestions to enrich their citizenship education experiences. The three influences on citizenship development are role models (people that children imitate); institutional environments (children's physical, social, and emotional environments); and individual development (the way children grow and mature). Chapter I summarizes theory and research on the complexity and purpose of citizenship education; describes an active approach to citizenship education; and explores the significant influences upon children of role models, institutional environments, and individual development. Chapter II describes 36 interdisciplinary activities and programs for elementary and secondary students which can be adapted to a variety of learning situations. Each is based on or incorporates recommendations from Chapter I about the influence of role models, institutional environments, or individual development. For each activity the booklet identifies grade level and subject area, skills involved, materials needed, time required, objectives, and directions. A concluding section summarizes activities for children to do at home or in their community. These are described in depth in a related document (SO 012 405). (AV)

ED 184 953 SO 012 487

Reid, Neil

'Go and Look It Up Yourself'.

New Zealand Council for Educational Research, Wellington.

Pub Date-79

Note-9p.; Adapted from an address to the New Zealand International Reading Association Conference (1975).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Skills, Classification, Definitions, Educational Needs, Elementary Secondary Education, Library Skills, Reading Skills, *Study Skills, Teacher Role, Teaching Methods

This document examines study skills and presents various approaches to teaching the skills at the elementary and secondary levels. The teaching of study skills should have a high priority in our schools to help students deal efficiently with their daily classroom tasks and to equip them for a lifetime of learning. There are many different ways to view study skills. One way is to view them as three more or less coherent clusters rather than as disjointed lists: 1) receptive skills the intake of ideas through reading, 2) reflective skills interaction between the individual and what he reads or sees, and 3) expressive skills ability to apply knowledge learned and demonstrate its utility. Another way to view study skills is to consider them under three broad headings: knowledge and use of reference materials; ability to read and interpret pictorial, tabular, diagrammatic, and graphic materials; and reading study skills. There are various approaches to teaching study skills. In the functional-incidental approach the skills taught evolve from the materials being used in classroom instruction. In the skill-oriented approach the specific skill needs of the pupils, rather than content considerations, dictate the type of instruction. Other approaches include the content-oriented approach and the textbook approach. (Author/RM)

ED 184 972 SO 012 516

Project ACE Activity Sets. Book II: Grades 6 and 7.

Eden City Schools, N.C.; Greensboro City Public Schools, N.C.; Wake County Schools, Raleigh, N.C.

Pub Date-79

Note-214p.; For related documents, see SO 012 515-517. Some of the journal articles may not reproduce well in paper copy.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Citizenship Education, *Comparative Education, *Cross Cultural Studies, *Cultural Awareness, Democracy, Educational Games, Elementary Secondary Education, *Foreign Countries, Grade 6, Grade 7, Learning Activities, Role Playing, Simulation, *Social Studies, Units of Study, Youth Programs

Identifiers-Africa, China, India, Italy, Middle East, USSR

The document contains eight activity sets suitable for grades 6 and 7. Topics focus on governmental, social, and educational systems in foreign countries. Each activity set contains background reading materials, resources, concepts, general objectives, and instructional objectives. Grade 6 sets are Soviet Youth Organizations,'' How Democracy in Ancient Greece is Reflected in Our Lives Today,'' Italy: The Election of a Leader,'' and Soviet Education.'' Activities include simulating youth groups, comparing Soviet youth groups with the Boy Scout Program, examining the elements of democracy, simulating an election in Italy, and playing a board game, Getting to the Top in Soviet Education.'' Grade 7 sets include China - The Education System,'' India: The Caste System,'' The Middle East Tribal Problems,'' and African Stereotypes.'' Students examine how a country's political philosophy strongly influences the educational system, simulate the caste system in India, role play the concept of loyalty to levels of government in the Middle East, and examine the concept of racial stereotypes. (KC)

ED 184 993 SP 015 461

Williamson, Linda B. Mahan, Beatrice T.

Women's Athletics at Colleges and Universities.

Pub Date-Oct 79
Note-25p.; Paper presented at the Southern Association for Institutional Research Conference (Orlando, FL, October 25-26, 1979).
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletic Coaches, Athletics, *School Surveys, *Student Attitudes, *Womens Athletics
Identifiers-Title IX Education Amendments 1972

A survey was conducted during 1979 to determine the interest in women's sports of Virginia Polytechnic Institute undergraduate students. The questionnaire contained three main parts. The first part, designed to be answered by both males and females, inquired about attending women's sporting events. Students were asked to check which women's sports they would be most and least likely to watch. In part two, females were asked to identify the sports in which they would be most and least likely to participate. The third part asked female students to check the competitive sports in which they had participated during high school or college. The most popular spectator sport identified by both men and women, was gymnastics. Women were most interested in participating in volleyball. Softball was the leading competitive sport in which the women had actually participated. A copy of the questionnaire is appended. (JD)

ED 185 172 UD 020 381

Patterson, Joan S.

Development and Implementation of an Eclectic Communication Skills Program in an Urban K-6 School.

Pub Date-5 Oct 79

Note-166p.; Practicum submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University

Pub Type- Reports - Evaluative (142) - Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Commuqication Skills, Elementary Education, Parent Participation, *Parent School Relationship, *Program Descriptions, Program Implementation, *Reading, *Underachievement, *Urban Education

A model program was designed and implemented to effectively develop and maintain communication skills in the children of an urban K-6 school. The goals of the program were to reverse a trend in under-achievement in five academic areas, to identify and develop potential in commuqication skills in two targeted groups of children, to create staff awareness of alternatives for instruction of communication skills, and to improve interaction and involvement among teachers and parents at school and in the community. The core of the program was knowledge of the child and how he learns, and teacher competence and flexibility in offering instruction in eclectic tactics. The two targeted groups of children demonstrated skill improvement and maintenance of these skills after a period without instruction. Parents, staff, and education office personnel judged the program favorably. (Author/RLV)

ED 185 046 SP 015 890

Giles, Frederic T.

Schools of Education: An Investment in the Present and Future.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date-79

Note-20p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (31st, Chicago, IL, February 27, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Influences, *Educational Needs, Educational Responsibility, Institutional Cooperation, *Preservice Teacher Education, *Relevance (Education), *School Role, *Schools of Education, *Social Change, Social Influences, Student Educational Objectives

A professional educator discusses the roles that schools of education have played in modern American society, and considers ways in which those roles must change to meet needs in the future. Objectives are set for professional preservice teacher education institutions, and responses are made to criticisms of present institutional and educational organization. Contributions which schools of education can make to the development of a thoughtful and informed future society are delineated, and a plea is made for increased interaction between schools and other segments of the social structure. (LH)

ED 185 068 TM 800 053

Suggestions for Implementing Virginia's Minimum Competency Program.

Virginia State Dept. of Education, Richmond.
Pub Date-Sep 78
Note-65p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides, Citizenship Education, Graduation Requirements, High Schools, Learning Problems, *Minimum Competency Testing, *Program Administration, Program Descriptions, *Program Implementation, Reading Achievement, Secondary School Mathematics, *State Programs, State Standards, *Testing Programs, Vocational Education
Identifiers-*Virginia

This guide is designed for school principals who bear the responsibility for the successful administration of Virginia's Competency Program. Several aspects of the program are described: legislative background; graduation requirements concerning citizenship and qualifying for further education or work; tests used to assess reading and mathematics skills; scoring procedures; opportunity to repeat tests; and school district versus state responsibilities. Information is included on: criteria which may be used to evaluate students' competency; guidelines for test interpretation; testing procedures for exceptional students; recordkeeping instructions; training topics for staff development programs; tips on insuring curriculum validity; and a list of benefits associated with the program. Suggested student competencies and performance indicators are appended for secondary school mathematics, reading, and citizenship. Other Appendices include a two-page news release. (GDC)

ED 185 089 TM 800 088

Medley, Donald M. Hill, Russell A.

Measurement Properties of Observation Schedule and Record, Form 4V.

Pub Date- 73
Note-132p.; Some tables may be marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Analysis of Variance, Behavior Rating Scales, *Classroom Observation Techniques, Classroom Research, Factor Structure, Interaction Process Analysis, Lesson Observation Criteria, *Scoring, Secondary Education, *Speech Communication, Student Teacher Relationship, *Teacher Behavior, Teacher Effectiveness, Test Reliability
Identifiers-Flanders System of Interaction Analysis, National Teacher Examinations, *Observation Schedule and Record

The rationale of the Observation Schedule and Record (OScAR) is described, and research is reported to show the extent to which the form fulfills its purposes. In order to provide objective, reliable, and valid information about the teaching process, this classroom observation schedule is used to record the frequency of occurrence of 42 teacher behaviors only. The scores for OScAR are based on 41 contrast keys showing the relative frequencies among sets of the 42 observed behaviors. Eighteen keys are based on contrasts among statements and non-substantive interchanges, 3 keys on entries to substantive interchanges, 5 keys on exits from substantive interchanges, and 15 keys on interaction entries and exits. Research on the schedule is based on a study of 70 teacher interns in secondary schools, with four observations of each teacher. Simultaneously other observers recorded the same situation using the Flanders' Interaction Analysis Technique. Analysis of variance was used to estimate score reliabilities and factor analysis of both rating forms together was used for score interpretation. Scores were also related to subscores on the National Teacher Examination. (CTM)

ED 185 130 UD 020 100

Addelston, Lorraine W. Chrichlow, Mary L.
School Safety Report III: A Sourcebook for Self-Help.
National Conference of Christians and Jews, New York, N.Y.
Pub Date-79
Note-28p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Problems, Change Strategies, Crime, *Discipline Policy, Due Process, Elementary Secondary Education, Juvenile Courts, School Policy, *School Safety, *School Security, *Student Behavior, Violence, Youth Problems

The School Safety Committee is concerned with the obligations of schools to educate all children in an environment of moral responsibility and physical safety that will enable each child to realize the promise of America, that is, human rights, dignity, equality, and justice. The problem of school safety will be aggravated by the nation's economic crisis and accompanying increased unemployment. School personnel, community members, law enforcement agencies and the judiciary are in urgent need of strategies to prevent confrontations among themselves and to increase school safety. Suggestions, facts and legal decisions are presented, with the goal of preventing and controlling disruptive pupil behavior in schools. Topics addressed are: (1) building regulations; (2) dress; (3) flag amenities; (4) free press; (5) loco parentis; (6) parents and school safety; (7) police and the school; (8) the principal's role; (9) school regulations vs. juvenile court regulations; (10) search and seizure: (11) suspension; and (12) use of force. (MK)

ED 185 153 UD 020 279

Forbes, Robert J., Ed.

Oral Testimony from the Hispanic Community of Greater Boston: Programa Para el Desarrollo de un Curriculo Universitario en Estudios Etnicos Puertorriquenos y Cubanos (Program for the Development of a University Curriculum in Puerto Rican and Cuban Ethnic Studies).

Curry Coll., Milton, Mass.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-76

Note-116p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Access to Education, Community Organizations, Higher Education, *Hispanic American Culture, *Hispanic Americans, Housing Needs, Housing Opportunities, *Interviews, Mass Media, Political Issues, Private Agencies, Social Agencies, Social Problems, *Spanish Speaking

Identifiers-*Massachusetts (Boston)

The oral testimony presented in this document was designed to supplement materials, strategies, and recommendations contained in Guidelines for the Development of a Program in Puerto Rican and Cuban Ethnic Heritage Studies at the Post-Secondary Level'' (Curry College, 1976). Part 1, The Hispanic Media,'' consists of interviews with various Hispanic Media representatives. Part 2, Hispanic Agencies,'' includes an interview with the Executive Director of the Hispanic Office of Planning and Evaluation, and transcripts of round table discussions of two Hispanic community groups. Part 3, Hispanic Access to Higher Education,'' consists of interviews with Hispanic students from Chamberlayne College and Howard School of Medicine. Part [illegible], Housing and the Spanish Speaking Community,'' includes interviews with Hispanic community leaders and with a Puerto Rican family living in Boston. Part 5 deals with Social and Political Issues in the Hispanic Community,'' and includes an interview with the Massachusetts Secretary of State, a round table discussion of the changing role of Hispanic women, oral testimony on Caribbean folk religions, and interviews with three Hispanic men on the subject of fatherhood. (MK)

ED 184 895 SE 030 597

Moser, Jim And Others

Mathematics Work Group, Wisconsin R&D Center, Interpretive Report Nos. 1-4 and Publications List.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Pub Date-Jan 80
Note-23p.; Contains occasional light and broken type.
Available from-Math Work Group, Wisconsin R&D Center, 1025 West Johnson St., Madison, WI 53706 (no price quoted).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Addition, Cognitive Processes, *Educational Research, Elementary Education, *Elementary School Mathematics, Interviews, Mathematics Instruction, Number Concepts, *Problem Solving, Research, *Subtraction

Presented are four interpretive reports and a list of current publications of the Mathematics Work Group at the Wisconsin R&D Center. The first interpretive report gives a brief overview of their work. Reports two through four are concerned with individual interviews, carried out during a longitudinal study, in which primary children are asked to solve a variety of verbal addition and subtraction problems. Report two considers correctness of answers along with some interpretations and implications of data collected thus far. Reports three and four consider addition and subtraction, respectively. The strategies and processes used to solve the problems are discussed and the findings to date are listed. (MK)

ED 184 935 SO 012 450

Theman, Jan

The Significance of Conceptions of Political Power.

Spons Agency-Tri-Centennial Fund, Stockholm (Sweden).
Pub Date-Apr 80
Note-46p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, Citizenship Responsibility, Cognitive Style, *Concept Formation, *Conflict Resolution, Cross Cultural Studies, Democratic Values, Interviews, *Political Power, *Public Opinion, Questionnaires
Identifiers-Sweden

This paper discusses a study to determine how people view political power within the Swedish system. The objective was to investigate variations in the way people perceive a common social phenomenon. The sample was composed of 15 subjects chosen randomly from the adult population of Goteborg, Sweden. Subjects were interviewed regarding their perceptions of a public demonstration in the streets of Goteberg, explanations of why the conflict was managed the way it was; definitions of the role of power in political task performance, and general observations on the phenomenon of political power. Questionnaires were statistically analyzed. Findings indicated that subjects' perceptions of how the conflict was managed were influenced by their general conceptions of political power. Subjects classified power in three main ways a position in society, a momentary pattern of dominance, and an inherent quality of political leaders. Responses indicated a strong relationship between conceptions of power and special consideration of circumstances surrounding the political event. The conclusion is that studies such as this one can serve as an example of how individuals integrate knowledge of abstract concepts of everyday phenomena with cognitive structures whereby those phenomena exist in the subjects' minds. (Author/DB)

ED 185 020 SP 015 784

Sample, Duane Sample, Irene

International Dimensions of Music Education. Preparing the Music Educator.

Pub Date-79

Note-222p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Admission (School), Comparative Analysis, Curriculum Design, *Foreign Countries, Graduation Requirements, *Music Education, *Music Teachers, Program Development, *Schools of Education, *State Standards, Teacher Certification, *Teacher Education, Teacher Employment, Teaching Experience, Teaching Methods

The preparation of music educators and the music education programs in eight European countries and the U.S. were studied during the 1977-78 academic year. The European itinerary included Finland, Norway, Sweden, Poland, Hungary, Yugoslavia, Austria, and England. An interview-questionnaire approach was used at each institution to determine requirements regarding admission, curriculum, clinical experiences, graduation, and certification to teach in the state-supported schools. This comparative study of music education in Europe and America contrasts both music teacher training and music education programs. In the U.S., where students are expected to pay a sizeable portion of tuition, open admission to teacher education programs is widely practiced. However, in Europe students are screened carefully for admission because the government subsidizes their education. In every country studied, an atmosphere of change in teacher education programs was noticeable and more effective ways of dealing with the general music student during the adolescent years was a major concern. (Authors/JD)

ED 185 110 TM 800 123

Nagel, Stuart S.

What Can Policy Analysis Add to Evaluation Research?: Predictive Modeling and Policy Optimization.

Pub Date-Sep 79
Note-25p.; Paper presented at the Annual Meeting of the Evaluation Network (Cincinnati, OH, September 24-26, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Criminal Law, *Decision Making, Deduction, Evaluation Methods, *Improvement, Models, *Policy Formation, Probability, *Public Policy, *Research Methodology, Research Problems
Identifiers-*Evaluation Research, *Policy Analysis, Time Series Analysis

Policy analysis, or policy study, is defined as the study of the nature, causes, and effects of alternative public policies; sometimes policy analysis refers to specific methods used. Two new developments associated with policy analysis are discussed. One is the concern for deducing the effects of alternative policies before they are adopted, as contrasted to the traditional approach of evaluating policies before-and-after they have been adopted. Deductive modeling might be based on models of group, bilateral, or individual decision making. Examples from the field of criminal justice illustrate these three models. The second development is the concern for determining an optimum policy or combination of policies for achieving a given goal. This evaluative approach can be contrasted with the more common situation in which policies are taken as givens and the researcher attempts to determine the extent to which the desired effects are achieved. Various types of optimizing models are illustrated, again using legal issues as examples, such as determining an optimum policy level: (1) when doing too much or doing too little may be undesirable; (2) when scarce resources need to be allocated; and (3) among discrete alternatives, especially under conditions of uncertainty. (Author/GDC)

ED 185 173 UD 020 385

Ogletree, Earl J. Rameriz, Lester
Puerto Rican Children's Race Awareness.
Pub Date- 77
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ethnicity, *Puerto Ricans, Racial Attitudes, *Racial Identification, *Self Concept, *Young Children

Much of the research on the racial attitudes of young children suggests that black or dark skin color elicits negative attitudes, while white skin color is embraced by all children regardless of their skin color. The authors sought to determine if Puerto Rican children exhibited similar ethnic identification and color preference characteristics. Twenty-five Puerto Rican first graders in a public school were surveyed using two tests. The Color Test consisted of two uncolored drawings of faces. The children were asked to color one drawing the skin color they were, and the second the way that they would like to be. The Picture Test included two sets of colored pictures of girls and boys; one depicted light skin children and the other dark skin children. The subjects were asked to select the group they would like to play with and to explain their choices. The findings showed that the subjects were aware of and preferred their own skin color. The skin color of the children in the Picture Test influenced the subjects' playmate choice. The authors concluded that although the children identified with and were aware of their skin color, they appeared to have poor self images. (Author/MK)

ED 185 194 UD 020 459

King, A. L. Galindo, Letticia

Identification of Effective Staff Development/Inservice Education Strategies to Integrate Desegregated Schools.

Southwest Educational Development Lab., Austin, Tex.
Pub Date-80
Note-39p.; Paper prepared for the American Educational Research Association Annual Meeting (Boston, MA, April, 1980). Not available in paper copy due to institution's restriction.
Available from-Ways to Improve Education in Desegregated Schools (WIEDS), Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701 ($3.50)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Pluralism, *Desegregation Methods, Educational Improvement, Educational Opportunities, Elementary Secondary Education, Equal Education, Ethnic Relations, *Inservice Education, *Racial Integration, *Racial Relations, *School Desegregation, *Staff Development

This study examined strategies perceived by school and community representatives as effective in integrating desegregated schools; that is, improving race relations and fostering an atmosphere for equal educational opportunity. The effectiveness of school desegregation strategies and demographic and historical factors of the community are examined. Data were collected from interviews with school administrators and personnel, students, parents, and other community representatives. Complementary data were provided by a written survey and a review of desegregation literature. Based on interpretations of these data, recommendations for designing and implementing effective staff development/inservice education programs for desegregated/desesegregating schools are offered. The recommended content areas for these programs are the following: (1) evaluation and use of multicultural materials; (2) evaluation and use of bilingual materials; (3) communications skills; (4) cultural awareness; (5) ethnic linguistic patterns; (6) classroom management; (7) disciplinary skills; (8) values clarification; (9) multicultural curriculum development; (10) bilingual curriculum development; (11) integration through extracurricular activities; (12) school-home cooperation approaches and techniques; and (13) motivational skills. (Author/MK)

ED 185 215 UD 020 514

1978 Elementary and Secondary Schools Civil Rights Survey; Analysis of Selected Civil Rights Issues. Volume I, Reports on Ranked Districts for the Nation.

Killalea Associates, Inc., Arlington, Va.

Spons Agency-Office for Civil Rights (DHEW), Washington, D.C.

Pub Date-Jul 78

Contract-100-78-0063

Note-362p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingual Students, Civil Rights Legislation, Classroom Desegregation, *Compliance (Legal), Elementary Secondary Education, *Equal Education, *Federal Legislation, Mainstreaming, Minority Group Children, Non English Speaking, Physical Disabilities, School Desegregation, *School Districts, School Statistics, Sex Discrimination, State Surveys, Suspension, Wheel Chairs

This report is drawn from a 1978-79 survey of 6,069 school districts in 50 States regarding their compliance with Federal desegregation and equal education laws. The following areas are considered: (1) pupils identified as requiring special education services but not currently enrolled; (2) State summaries of unserved students in special education; (3) disproportionate representation of minorities in special education; (4) disproportionate representation of males and females in special education; (5) isolation of pupils in wheelchairs; (6) mainstreaming in special education; (7) disproportionate representation of other than English speaking pupils in special education; (8) unserved students in bilingual education; (9) segregation among schools; (10) segregation in classrooms; (11) overrepresentation of minorities suspended; and (12) disproportionate male and female participation in introductory courses in home economics and industrial arts. For each area, the 100 districts in the nation deemed to merit investigation for possible compliance problems are ranked by severity of the problem. Appended is a review of the principal methods used in the analysis. (Author/GC)

ED 184 871 SE 030 529

Johnson, Willis N.

Regional Impact in Metric Education - A Multidisciplinary Approach to Metrics. Final Report.

Murray State Univ., Ky.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.--561AH70073
Pub Date- 79
Grant-G00700834
Note-30p.; Contains marginal legibility in Student Participant Materials.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consumer Education, *Curriculum Development, Demonstration Programs, *Educational Research, Elementary Secondary Education, *Inservice Education, Inservice Teacher Education, *Mathematics Education, Mathematics Materials, Measurement, *Metric System, *Teacher Education

Presented is a description of the activities of a metric education project. Activities included but were not limited to: inservice teacher education, public awareness and consumer education, and establishment of a regional metric center. Among the attachments are the outline for the training sessions, the demonstration inventory of materials, and a summary of data that support the success of this project. (MK)

ED 184 954 SO 012 488

Kravetz, Nathan

The Education of Ethnic Groups in Israel.

Pub Date-Mar 80
Note-58p.; Paper presented at Conference of the Comparative and International Education Society (Vancouver, British Columbia, March 21, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Objectives, *Educational Practices, Educational Quality, Elementary Secondary Education, *Ethnic Groups, *Foreign Countries, *Jews, Minority Groups, Postsecondary Education, Social Mobility, Tables (Data), Teacher Education, Womens Education

Education of ethnic groups in Israel is explored in light of the rapidly growing population and the desire of members of all ethnic groups for upward economic and social mobility. Major ethnic groups include Moslems, Christians, Druze, and various religious and non-religious groups of Jews including Ashkenazim, Sephardim, and Kibbutznik. Ethnic diversity has increased with the arrival of settlers from Asia, Africa, and the Western Hemisphere. One aspect of this diveristy is the increasing conflict between these groups and the earlier settlers of Eastern European origin who have enjoyed historic dominance over political and social structures. Education in Israel begins with compulsory attendance in kindergarten through ninth grade. Higher education is open to students who qualify by examination. Although education is available to all Israeli citizens, Jews of European-American background have made the greatest progress at all levels. Reasons for this progress include experience, education, and motivation of families; fluency in Hebrew and English; and family receptivity to schooling for girls. Reasons for the lack of progress of oriental Jews and members of other ethnic groups include prejudice and lack of fluency in Hebrew and/or English. Suggestions for improving the quality of education for all Israeli citizens include integrating ethnic groups socially, culturally, and educationally; providing special programs for gifted students from disadvantaged groups; and increasing efforts to educate adults of all groups. (DB)

ED 184 973 SO 012 517

Project ACE Activity Sets. Book III: Grades 8 through 12.

Eden City Schools, N.C.; Greensboro City Public Schools, N.C.; Wake County Schools, Raleigh, N.C.
Pub Date-79
Note-289p.; For related documents, see SO 012 515-516. Some of the journal articles may not reproduce well in paper copy.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Citizenship Education, Civil War (United States), Learning Activities, *Legal Education, Local Government, Political Issues, Presidents, Secondary Education, Simulation, *Social Studies, Television, *United States Government (Course), *United States History, Units of Study, Voting, War

Eleven activity sets for students in grades 8 through 12 are designed to supplement courses in citizenship and U.S. history and government. The Civil War That Gould Have Been'' creates a hypothetical situation which requires the participant to analyze the causes of the Civil War. In History on TV Enemy or Ally of the Social Studies Program,'' students investigate the reliability of television docudrama, contemporary social drama, historically based drama, and a documentary. How to Make School and Classroom Rules Easier to Swallow'' involves analyzing the need for rules. In separate units on local government, historic preservation, the right to privacy, and youth and the law, students interview local government officials, organize into political pressure groups, assess their attitudes toward the role of the police, incarceration, the death penalty, violence, and organized crime. The Struggle for Rugged Individualism During the Depression'' examines New Deal reform and physical/psychological effects on the American people who experienced the Depression. In a study of the old west students discuss a fictitious town which had no laws. The Home Front in World War I and World War II'' focuses on the effect of war on the economy and lives of various groups in society. The final set, Presidential Decision Making'' is intended for above average students and examines how presidents throughout history have used their roles to their advantage. (KC)

Year Book 1978. Reports of Physical Culture and Health 24.
Research Inst. of Physical Culture and Health, Jyvaskyla (Finland).
Report NO.-ISBN-951-790-024-4
Pub Date-79
Note-95p.
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Athletes, Athletics, Curriculum Design, *Educational Objectives, Foreign Countries, Performance Factors, *Physical Education, *Physical Fitness, *Public Health
Identifiers-*Finland

The organization, functions, and work of the Research Institute of Physical Culture and Health, and the Research Unit for Sport and Physical Fitness, both functioning at the premises of the Foundation of Physical Culture and Health in Jyvaskyla, Finland, are discussed. Research papers which have been presented at international congresses during 1978 are included to show the focuses of different research projects being conducted at the Foundation. The publication closes with abstracts on the reports published in the Institute's publication series. (JD)

ED 184 896 SE 030 600

Goodstein, Madeline P. Boelke, William W.

A Pre-Chemistry Course on Proportional Calculations.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 80
Grant-SED-77-18444
Note-12p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980). Contains occasional light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Chemistry, *Cognitive Development, *Educational Research, *Mathematical Applications, Mathematics Education, *Ratios (Mathematics), Science Education, Secondary Education, *Secondary School Science
Identifiers-*Piaget (Jean)

Reported are results from a pilot study evaluating the effectiveness of a high school mathematics course on the applications of proportional calculations for students subsequently enrolled in chemistry. Two effects were investigated: (1) the effect of the course on students' ability to do proportional calculations not explicitly involving chemical concepts and terms, and (2) the effect on students' performance in a regular secondary school chemistry course. Also investigated was whether there is a relationship between ability to do proportional calculations and Piagetian cognitive level. Results indicate that the course was effective in increasing students' ability to solve everyday problems, but that there was no difference in problem-solving ability of students who had taken the course. Results of the Piagetian investigation indicate that students can be taught to solve both concrete and formal proportional calculations independent of their cognitive level when the variables are familiar to the students. (CS)

ED 184 916 SO 012 405

D'Amico, Joseph J. And Others

Words Into Action: A Home and Community Guide to Children's Citizenship Education.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-78-0058
Note-73p.; For a related document, see SO 012 404.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Citizenship, Citizenship Responsibility, *Commuqity Involvement, Educational Resources, *Educational Strategies, Elementary Secondary Education, Environmental Influences, Guides, Individual Development, Learning Activities, *Parent Participation, Role Models, Social Responsibility, Social Studies, *Student Participation

This booklet presents information to help parents understand their children's citizenship development and suggests activities which parents can supervise at home or in local communities to enrich their children's citizenship experiences. The booklet explains that three main influences on children's citizenship development are role models (people that children imitate), institutional environments (children's physical, social, and emotional environments), and individual development (the way children grow and mature). Chapter I summarizes in layman's language theory and research on the complexity and purpose of citizenship education; describes an active approach to citizenship education; and explores the significant influences upon children of role models, institutional environments, and individual development. Chapter II describes 27 activities which parents and children can do at home or in their communities. Emphasizing the influences discussed in chapter I, the activities involve elementary and secondary grade children in exploring their interactions and responsibilities as family members, community members, consumers, and members of a multicultural society. Descriptions of the activities include age level, materials needed, skills involved, time required, objectives, and step-by-step directions. Some of the community programs are outlined in more general terms. A concluding section summarizes activities for children to do in school. These are described in depth in a related document SO 012 404. (AV)

ED 185 047 SP 015 901

De Corte, Erik

Science of Education and Teacher Education.

Pub Date-Mar 80

Note-23p.

Pub Type- Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, Cognitive Development, *Cognitive Processes, Curriculum Development, Educational Objectives, *Educational Principles, Educational Psychology, *Educational Research, Learning Theories, *Research Methodology, Research Utilization, Scientific Attitudes, *Teacher Education, Teaching Methods, User Satisfaction (Information)

Identifiers-*Research Practice Relationship

The application of a scientific attitude to the field of education is reviewed, with particular regard to the varying perspective concerning the cognitive development and learning processes of children. Flaws in the top-down'' system of research and information dissemination, in which universities are viewed as producers'' and practitioners as consumers,'' are examined. The practice of implementing educational objectives in curriculum development plans is questioned, and discussion of a pluralistic view of teaching methods is presented. The conclusion is drawn that the science of education contributes significantly to the development of data relevant to improved teacher education. (LH)

ED 185 069 TM 800 055

Doyle, Walter

The Tasks of Teaching and Learning in Classrooms. R & D Report No. 4103. Correlates of Effective Teaching.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Contract-OB-NIE-G-0116
Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Classroom Research, Elementary Secondary Education, Learning Activities, *Learning Processes, Models, Research Design, *Research Needs, Research Problems, *Skill Analysis, *Student Participation, Student Teacher Relationship, Teacher Behavior, *Teacher Effectiveness

Research on classroom teaching is discussed within the conceptual framework of the analysis of student classroom tasks. Three types of learning tasks are illustrated: understanding; memory; and routine problem-solving according to an algorithm. It is contended that most classroom research projects study teachers' and students' actions, rather than learning tasks; it is assumed that learning is taking place as a result of these actions. Furthermore, there is more emphasis on how much is learned than on what is learned. Two important questions concerning teaching models are discussed: what are the actual tasks posed for students and teachers in classrooms?, and why do these tasks exist? After discussions of classroom task goals, ambiguity and risk concerning task accomplishment, and the role of students and teachers, three conclusions are presented: (1) there is not a direct cause-and-effect relationship between specific teacher behavior and student achievement, rather, teacher behavior is shaped by interaction with students; (2) learning tasks directly shape achievement; and (3) learning tasks do not always take place in the classroom. (GDC)

ED 185 090 TM 800 089

Haebara, Tomokazu
A Method for Investigating Item Bias Using Birnbaum's Three-Parameter Logistic Model. Iowa Testing Programs Occasional Papers Number 25.
Iowa Testing Programs, Iowa City.
Pub Date-Dec 79
Note-55p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests, Black Students, Grade 9, *Item Analysis, Junior High Schools, *Statistical Significance, *Test Bias, Test Items, White Students
Identifiers-Item Characteristic Curve Theory, Latent Trait Theory, *Three Parameter Model

It is proposed that statistical tests for item bias, when they are based on the three-parameter logistic item characteristic curve, should begin by testing for differences in the third parameter, the pseudo-chance level or guessing'' parameter. Other item-bias studies that have not considered the third parameter are discussed. Asymptotic significance tests for the three-item parameters are described. An experiment is described based on the 60-item Reading Comprehension Subtest of the Tests of Achievement and Proficiency, using the results for 400 black and 400 white ninth-grade students. None of the 60 items showed any indication of bias in the pseudo-chance level parameter so a weighted average parameter was computed and used in the remainder of the study. Comparisons of the difficulty and discrimination parameters did indicate some biased items. Some interpretation of the results are provided in relation to the content of the items. (Author/CTM)

ED 185 131 UD 020 113

Patton, Richard H. Laue, James H.

The Role of Community and School Groups in School Desegregation: Strategies for Crisis and Change.

Missouri Univ., St. Louis. Center for Community and Metropolitan Studies.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Contract-400-76-0103
Note-177p.; Not available in paper copy due to paper color of original document
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Students, *Community Involvement, Desegregation Effects, Desegregation Litigation, Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Equal Education, Minority Groups, *School Desegregation, Student School Relationship, Teacher Integration, *White Students
Identifiers-*Missouri (Saint Louis)

This manual was designed for community and school groups to aid them in clarifying their goals and selecting strategies for resolving issues related to school desegregation. After a brief review of the law, Part 1 reviews the major issues involved in the school desegregation process: quality education, white flight, middle-class minority flight, busing, neighborhood schools, teacher balance, impact of federal education programs on racial balance, school system policies, community involvement, and metropolitan desegregation. The actual process of school desegregation is described as entailing three stages: debate and decision, planning, and implementation; some problems concerning all three are analyzed. The manual also discusses the major actors (school system, parents and students, community, and enforcement agencies) and the major strategies for resolving conflicts in the school desegregation process. Part 2 recommends that the fairest resolution of the desegregation issue is to be attained by participation by all actors in every stage of the process and, to this end, specific strategies are recommended and delineated. Part 3 offers sources of assistance in resolving issues related to school desegregation. A bibliography and appendices are included. (WP)

ED 185 154 UD 020 283

Laue, James H. Monti, Daniel J.

Intervening in School Desegregation Conflicts: The Role of the Monitor.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-400-76-0103
Note-70p.; Not available in paper copy due to light print
Journal Cit-Research in Social Movements, Conflicts and Change; v3 1980
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Attitudes, *Compliance (Legal), *Conflict Resolution, Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Federal Regulation, Intervention, Program Administration, *Program Evaluation, *School Desegregation, School Districts
Identifiers-Missouri (Saint Louis), Missouri (Saint Louis County), *School Desegregation Monitors

The authors examine the role of the school desegregation monitor and various types of monitoring bodies as a special case of the broader phenomenon of community conflict intervention. Monitoring school desegregation is defined as a process in which designated individuals collect data on a school system (through observation, documents, and interviews), analyze and evaluate the data, and report to an authorizing body on the content and quality of the system's efforts to comply with that body's standards for desegregation. The paper discusses monitoring as a technique for intervention in community conflict, delineates advantages and disadvantages of several types of monitoring, and examines monitoring activities in two school systems, one urban and one suburban. Implications for social policy and intervention strategies are discussed. (Author/MK)

ED 184 872 SE 030 531

Some Important Factors Predicting Mathematics Achievement Gain (1977-1978), Grades One-Six. Evaluation System Mini-Report Five.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Feb 80

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement, Elementary Education, *Elementary School Mathematics, Evaluation, *Predictive Measurement, *Predictor Variables, Research, Testing

Identifiers-*Mathematics Education Research

This is one of a series of brief and non-technical mini-reports of the Evaluation System of the District of Columbia Public Schools. This report deals with the prediction of gain in Prescriptive Mathematics Test (PMT) scores. Twenty-two variables were involved in the analyses reported in the mini-report. The data were analyzed for all grade levels, then by primary and intermediate grades. Five of the variables proved to be significant predictors of the PMT posttest score: the pretest score, grade, test level homogeneity, self-initiated reading, and percentage receiving free lunch. The all-grade-level analysis and the intermediate analysis both indicated that pretest score, grade, and test level homogeneity were significant predictors. (MK)

ED 184 936 SO 012 451

Rafeld, Frederick J. Fraas, John W.

The Use of a Cognitive Mapping Test to Analyze the Effectiveness of a College Economics Survey Course.

Pub Date-May 80

Note-25p.; Paper presented at Annual Meeting of the Eastern Economics Association (Montreal, Canada, May 8-10, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Cognitive Measurement, *Cognitive Style, Cognitive Tests, *Economics Education, Educational Assessment, Educational Research, Higher Education, Individualized Instruction, Lecture Method, Multiple Regression Analysis, Simulation, Student Characteristics, Teacher Education, *Teaching Methods

The paper discusses a study in which a cognitive mapping test was used to evaluate the effectiveness of different teaching methods used in a college level introductory economics course. Cognitive style mapping is a method of studying learner characteristics in order to individualize instruction. The hypothesis was that certain cognitive learning styles would determine whether students would benefit from a simulation/gaming or a lecture/discussion section. Data regarding cognitive learning style were obtained by administering a cognitive style questionnaire. Questions focused on whether students gained meaning from spoken or written words, could place themselves in other people's position, were strongly influenced by peers, and made their own decision. Student grades served as the measure of economic knowledge obtained in the course. Statistical analysis of questionnaire responses and course grades indicated that most students preferred one teaching method over the other and achieved higher grades on tests when the course was taught by the method they preferred. The conclusion is that teachers should use cognitive mapping tests to help determine the type of instruction which will benefit various types of students. (DB)

ED 184 995 SP 015 496

Keene, J. S. And Others

Football Injuries Occurring on Natural Grass and Tartan Turf. A Comparison Study Covering 17 Years at the University of Wisconsin.

Pub Date-77
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletes, *Athletic Fields, Athletics, *Football, *Injuries, Physical Education Facilities, *Turf Management
Identifiers-*Shoe Turf Interface

A longitudinal study of university football players who played on Tartan Turf and/or natural grass was conducted to determine the types and severity of injuries occuring on the different field surfaces. Overall injury rates on Tartan Turf were found to be significantly lower than those sustained on natural grass. (JD)

ED 185 021 SP 015 789

Tobin, Kenneth G. Capie, William

The Effects of Student Engagement Rate, Formal Reasoning Ability and Locus of Control on Middle School Science Achievement.

Pub Date-Mar 80
Note-28p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (3rd, Norfolk, VA, March 5-8, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstract Reasoning, *Academic Achievement, *Attention Control, *Cognitive Development, Comprehension, Intelligence, *Locus of Control, Middle Schools, Science Education, Skill Development, Student Behavior, Student Characteristics

Students from thirteen middle school science classes participated in this study to determine their formal reasoning ability and locus of control. Students were observed through a sequence of lessons for their classroom behavior. Results indicated that achievement was related to high formal reasoning ability, attention to instruction, and internal locus of control, a result which reinforced the hypothesis that students who engaged in behaviors closely related to the instructional objectives achieve a higher level than those who do not. (JD)

ED 185 111 TM 800 124

Garcia-Quintana, Roan A. Ryan, Joseph P.

What Does It Mean for Items to Fit a Latent Trait Psychometric Model: A Comparison of Model Fitting with Content Validation.

Pub Date-Feb 79
Note-14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Kiawah Island, SC, February 20-24, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Objectives, *Criterion Referenced Tests, Elementary School Mathematics, Factor Analysis, *Goodness of Fit, Grade 6, Intermediate Grades, *Item Analysis, Test Interpretation, *Test Items, *Test Validity
Identifiers-*Content Validity, Mastery (Science Research Associates), *Rasch Model, South Carolina

A sixth-grade mathematics test was evaluated in two different ways. and the evaluations were compared. One method of evaluation was to use the Rasch model for item analysis and to accept or reject items on the basis of the extent to which the data fit the model. The other method of evaluation was to ask school superintendents and teachers to rate the items and objectives in terms of their appropriateness for the students and the curriculum. The Rasch model item analysis rejected fifteen of the forty test items and a factor analysis of the test indicated that

the rejected items were not measures of the first factor measured by the test. There was better than chance agreement between the item analysis and the ratings by teachers or superintendents. Very few items were accepted by the item analysis criterion and rejected by the rating criteria. It was concluded that the best evaluation of the items would include both criteria. (CTM)

ED 185 174 UD 020 391

Kendall, William S.

Evaluating Mainstream Programs for Minority Group Children.

Pub Date- 78

Note-16p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, *Mainstreaming, *Minority Group Children, Needs Assessment, Program Effectiveness, *Program Evaluation, Special Education, Student Needs

Identifiers-*Public Law 94 142

A variety of practical and theoretical issues pertinent to the evaluation of mainstreaming programs for minority group children are presented, including: (1) problems and issues in the evaluation of eduational treatments, including the variables of stating goals and objectives and monitoring child progress; (2) a critique of large and small mainstreaming evaluation studies, with emphasis on the adequacy of models and insights they yield for improved evaluation designs; (3) considerations related to appraising dependent measures (attitudes, achievement, self concept, acceptance, cost/effectiveness); and (4) a discussion of issues unique to the evaluation requirements of Public Law 94-142. The author concludes that evaluation of activities for minority group children should seek a match between objectives, the instructional program, and the assessment. The objectives must be specified, the means to achieve those goals outlined, and measurement instruments for gauging success of programs identified or developed. (Author/MK)

ED 185 195 UD 020 460

Loughran, Elizabeth Reed, Horace
Nonformal Educational Methods and Materials and Their Application to Community Education.
Massachusetts Univ., Amherst. School of Education.
Pub Date-80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Development, *Community Education, Educationally Disadvantaged, Educational Methods, Educational Resources, Instructional Materials, *Lifelong Learning, *Nonformal Education, *Nonschool Educational Programs

While schools focus on individual learner development, community education should focus on the quality of life in communities. Two research projects are in progress with the purpose of exploring out-of-school learning, particularly for disenfranchised populations, and aimed at community concerns. One is the development of a referencing system that opens up resources from twenty out-of-school approaches and movements. A classification and cross-referencing system is being refined to lead researchers and practitioners to resources currently labeled broadly under the rubric of out-of-school education. A second project is the development of the Lifelong Learning Scale. The scale provides a conceptual framework that allows researchers to compare and contrast the very different approaches involved in out-of-school education. It also measures the variables involved in community education programs along a continuum that ranges from formal to informal, structured to less structured, abstract to concrete. Each variable has detailed descriptors that distinguish the ends of the continuum. These projects are designed to increase the awareness of many professionals and practitioners (for example police officers and welfare workers) that they are educators, and will foster increased collaboration among agencies engaged in community education. (Author/MK)

ED 185 216 UD 020 521

Uries, Ethel And Others
Project READ-WRITE: Resource and Instructional Manual. ESEA Title IV-C Project No. 72-515.
Newark Board of Education, N.J.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-368p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 522. Photographs may be marginally legible.
Available from-Newark Board of Education/Project READ-WRITE, 8 Hawkins Street, Newark, NJ 07105 ($15.00 postage)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basal Reading, Curriculum Guides, Elementary Secondary Education, *Language Arts, *Learning Activities, *Reading Instruction, *Reading Programs, Writing Exercises, *Writing Instruction

This manual was developed to aid in the systematic diagnosis of reading needs and the application of prescriptive strategies (or prescriptions'') to meet those needs among students in grades 2-12. The prescriptions can be used within reading, language arts or language instruction periods. Their foci include reading readiness and motivation, phonic analysis, structural (grammatical) analysis, oral reading, comprehension, and general study skills. For each prescription, the grade levels at which it can be implemented are indicated and teacher instructions are given. Also provided in the manual are sections on general implementation of the READ-WRITE prescriptions, as well as plans for helping the nonreader/nonwriter and using the prescriptions within a basal reading program. (GC)

ED 184 955 SO 012 492

Framework for the Social Studies. Kindergarten-Grade 12. 1980.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-80
Note-46p.; For a related document, see ED 044 327.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Studies, Career Education, Citizenship Education,

*Course Organization, *Curriculum Design, Elementary Secondary Education, Ethnic Studies, Geography, History, Interdisciplinary Approach, Multicultural Education, Social Sciences, *Social Studies, Special Education, State Curriculum Guides, *State Standards, *Student Educational Objectives, Teacher Qualifications, United States Government (Course)

Identifiers-Texas

The document outlines the social studies program for grades K-12 in Texas. It is presented in five sections. Section I provides an overview of the program. Curriculum design, instructional resources, and professional growth and development are discussed. Section II outlines goals for public school education in Texas and Section III outlines social studies subgoals. These goals include acquiring factual and generalized knowledge of people and their environments, developing and examining their own and others' values and attitudes, and developing skills necessary for interacting with various environments. Section IV briefly discusses special concerns of handicapped and gifted students, and coordinated vocational-academic, bilingual, career, crime prevention, drug, multicultural, economic, and law-related education. Section V, the major portion of the document, describes course content in grades K-12. The elementary school program consists of citizenship, crime prevention, drug, economic, career, and multicultural education. The secondary school program consists of specific courses including American Studies, Texas History and Geography (grade 7), American History and Citizenship (Grade 8), and American History (Grades 9-12). Offerings for grades 10-12 include Advanced Texas Studies; American Indian, Mexican American, and Black American Studies; Fundamentals of the Free Enterprise System; World, Latin American, Asian, and African Studies; and disciplines of the social sciences. Appendices describe experimental courses, requirements for assignment of teachers, and Texas Education Agency publications. (KC)

ED 184 974 SO 012 520

Fraenkel, Jack R.

The Relationship between Moral Thought and Moral Action: Implications for Social Studies Education.

Pub Date-Apr 80
Note-22p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Beliefs, *Cognitive Processes, Comparative Analysis, Ethical Instruction, Literature Reviews, *Moral Development, Social Science Research, *Social Studies, Surveys, Teaching Methods

The paper investigated the relationship between how people reason about moral matters and how they act. Moral reasoning is defined as degree of maturity of judgment relating to moral matters. Moral behavior is interpreted to include behaving in ways which are helpful to others in need or distress and refraining from behavior which is physically or psychologically harmful to others. Questions investigated included 1) do people who reason at more advanced levels act differently in moral situations than those who reason at less advanced levels? 2) do people who reason at the same stage behave similarly in moral situations? and 3) do people act in accordance with what they say they will do in moral action situations? Social science literature, and, particularly, social psychological research studies, are reviewed regarding their treatment of these concerns. Findings indicated that there is some support for the notion that the level of moral reasoning is associated with an increase in frequency of moral behavior and that there exists quite a discrepancy between what people think they would do and what they actually do in moral action situations. Additional research is reviewed regarding factors in addition to moral reasoning which influence moral behavior. (Author/DB)

ED 184 996 SP 015 523

Ford, Sondra

Redress the Educational System.

Pub Date-80
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, Cultural Pluralism, *Educational Attitudes, *Educational Change, *Educational Development, Educational Needs, *Futures (of Society), Long Range Planning, Needs Assessment, *Nontraditional Education, Open Education, *Social Change, Sociocultural Patterns

A portrait of future North American society is painted, and the role of formal education within that society discussed. The importance of adaptability as a means to meet the needs of a changing society is stressed. Open education and an increased attention to cultural pluralism within the educational structure are encouraged, and a discussion of emerging sociocultural patterns as they relate to educational development is provided. (LH)

ED 185 048 SP 015 904

Novak, John M.

Inviting Skill Development: A Scheme, Steps and Strategies.

Pub Date-Apr 80

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Theories, Foreign Countries, Inservice Teacher Education, *Program Development, Program Implementation, *Skill Development, Teacher Characteristics, *Teacher Effectiveness, Teaching Methods, *Teaching Skills

Identifiers-Canada

This paper addresses the basic issue of what is involved in becoming the skillfully inviting'' teacher, as emphasized by William W. Purkey in his book Inviting School Success: A Self-Concept Approach to Teaching and Learning''. After a brief introduction, some basic psychological and ethical assumptions of the concept are articulated. A diagram illustrating the component parts of the inviting process'' is given. These assumptions and component parts are seen as factors which need to be considered in the planned development of inviting'' skills. Next, a six-level, general growth scheme is presented, with the acme of this growth scheme defined as the development of the fluently inviting teacher.'' The final section of the paper breaks the inviting act'' into ten steps, and suggests pedagogic strategies for developing proficiency at each of those steps. (Author/LH)

Bellman, Richard E. And Others
Project SOUL: Computer Training Program for High School Students from Disadvantaged Areas. Part I, General Report. Technical Report.
University of Southern California, Los Angeles. Dept. of Electrical Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Report NO.-USCEE-402-A
Pub Date-Apr 71
Grant-NSF-GJ-0981
Note-112p.; For related documents, see SE 030 535 and ED 180 765. Appendix K (Publicity - Newspaper Clippings) removed due to copyright restrictions.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Compensatory Education, *Computer Oriented Programs, Computers, *Computer Science Education, Curriculum Development, *Disadvantaged Youth, Educationally Disadvantaged, Experimental Programs, *Program Descriptions, Programing, *Secondary Education, Secondary School Mathematics, Secondary School Science, Summer Programs
Identifiers-Project SOUL

This report presents a general description of the 1970 Project SOUL'' summer program. The computer training course, intended for disadvantaged high school students, provides both training for immediate jobs and fundamental mathematical and scientific training for students going on to college. Included in this document are a description of the selection of participants, the data processing program, the scientific programing course, and a project overview. (MK)

ED 184 897 SE 030 603

Environmental Education in the Asia and Oceania Region.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-Dec 79
Note-9p.; For related document, see ED 179 409. Not available in hard copy due to copyright restrictions.
Journal Cit-Connect; v4 n4 Dec 1979
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Studies, *Elementary Secondary Education, Environment, *Environmental Education, Government Role, *Higher Education, International Education, International Organizations, *International Programs, International Relations, Natural Resources, Newsletters, *Public Policy, Science Education, Technology

This newsletter is principally devoted to analyzing the policies and progress of environmental education within the Oceania Region and in Asia. Specifically treated are environmental education at the primary level, at the secondary level, and at the post-secondary level. Specific environmental education projects and programs are briefly described. Other brief articles treat resources and developments of interest in world-wide environmental education. (RE)

ED 184 917 SO 012 406

Robinson, Paul

Are Social Education and Compulsory Education Compatible? Barely.

Pub Date-Nov 79
Note-10p.; Paper presented at Annual Meeting of the National Council for the Social Studies, College and University Faculty Assembly (Portland, OR, November 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Compulsory Education, Conflict, Critical Thinking, Democracy, Educational Change, Educational History, *Educational Objectives, Elementary Secondary Education, Government (Administrative Body), Power Structure, *Public Education, Relevance (Education), *Social Studies, Student Attitudes

A tension exists between the goals of social education and the nature of the compulsory school system. Compulsory education was established late in the 19th century as a response to the trend toward an urban industrial society. The industrial world required workers who were punctual, attentive, and quiet; thus, compulsory education was seen as a means by which children could be instilled with those attributes. Modern education continues to promote attitudes which reflect the establishment. Social studies was introduced as a field of instruction early in the 20th century. Ironically, its goals of conceptually-based teaching, inquiry, relevance to students, and valuing processes are rarely achieved in practical classroom situations. The tension between social studies and the educational system exists in their conflicting premises: the educational system stresses patriotic obedience and reliance on the present institutions of government, whereas social studies goals emphasize development of free-thinking individuals who are critical of all forms of statism and believe in flexible, decentralized, democratic forms of government. As a step toward reconciling differences between the two, teachers will have to regard teaching as a positive subversive activity; encourage students to critically examine conventional conceptions of politics, economics, and social issues; and support curricula that promote critical inquiry. (AV)

Ellett, Chad D. And Others
Teacher Performance and Pupil Achievement on Teacher-Made Tests.
Pub Date-Mar 80
Note-25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (3rd, Norfolk, VA, March 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Achievement Tests, Elementary Secondary Education, Evaluation Methods, Performance Factors, Predictive Validity, *Teacher Developed Materials, *Teacher Effectiveness, *Teacher Evaluation, Teaching Methods, Testing, *Test Validity

This study investigated the predictive validity of the Teacher Performance Assessment Instruments (TPAI) using pupil gains on teacher-made tests (TMT) as a criterion. The TPAI and the TMT's were administered to 56 elementary and secondary classrooms in Georgia. Results supported the validity of the TPAI with a large number of correlations ranging from .30 to .45. Regression analysis suggested that 25 per cent of pupil learning gain variance was correlative with the successful implementation of classroom procedures and practices. Implications of the methodology for teacher effectiveness research are discussed. (Author)

ED 185 091 TM 800 090

Minimum Competency Standards: Three Points of View.

International Reading Association, Newark, Del.
Pub Date- 78
Note-13p.
Available from-International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711 (Individual copies, free; 100, $3.00 prepaid).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Educational Legislation, Elementary Secondary Education, Minimum Competencies, *Minimum Competency Testing, Political Attitudes, Program Development, *Testing Problems, Test Interpretation
Identifiers-International Reading Association

Three members of the Board of Directors of the International Reading Association express their positions about minimum competency standards. Kenneth Goodman presents a humanitarian, idealistic view of the controversy and questions the effectiveness of legislative mandates. Roger Farr expresses concern that limitations of testing procedures might make it impossible to guarantee that graduates of our schools will be able to compete and succeed in society. Jack Cassidy suggests ten guidelines to use in implementing those minimum competency requirements that have been mandated. (Author/CTM)

ED 185 132 UD 020 135

Ames, Judith S. Bicks, Patricia

An Evaluation of Title VII Bilingual/Bicultural Program, 1977-78 School Year, Final Report.

Community School District 22, Brooklyn, N.Y.

Pub Date-Jul 78

Note-35p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, Elementary Education, English (Second Language), *French, *Haitian Creole, Junior High Schools, *Multicultural Education, Parent Participation, Program Evaluation, *Spanish, Teacher Attitudes, Textbooks

Identifiers-*Bilingual Education Act 1968, *New York (Brooklyn)

This report is concerned with bilingual bicultural education programs in Spanish and Creole French, offered in District 22, Brooklyn, New York. Student selection, class structure, staff characteristics, and monitoring of student progress are described. Curriculum materials are listed for the following: (1) bilingual French classes in reading, math, science and social studies (grades 1-6); (2) bilingual Spanish classes in phonics, reading, science, social studies, language arts, culture and math (grades 1-9); (3) English as a Second Language classrooms (grades 1-9). Observations regarding classroom environment, student/teacher/paraprofessional interactions, project director capability, and parent involvement are presented. Procedures by which student performance data were analyzed, as well as the results of questionnaires administered to teachers, paraprofessionals, and bilingual project staff members are discussed. Also described are relations between teachers and project staff. It is concluded that, in general, the bilingual bicultural program is excellent and that its personnel function well. Several recommendations are offered for improving staff relations, student selection, staff skill utilization, achievement evaluation, parent participation, and teacher involvement in program planning and evaluation. (GC)

ED 185 155 UD 020 293

Moody, Charles D., Sr., Ed. Vergon, Charles B., Ed.

Approaches for Achieving a Multicultural Curriculum.

Michigan Univ., Ann Arbor. Program for Educational Opportunity.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G0078C0135
Note-118p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Black Students, Black Studies, *Cultural Pluralism, Culture Fair Tests, *Curriculum Development, Elementary Secondary Education, English Instruction, Language Arts, Minority Groups, *Multicultural Education, Music Education, Reading Instruction, Scripts, Teacher Attitudes, Test Bias, Testing Problems

The reports presented in this volume are intended to provide a theoretical foundation for and practical applications of multicultural education. Included are the following titles: Introduction,'' by Charles D. Moody, Sr.; Cultural Pluralism: Curriculum Assessment, Development, Implementation and Evaluation,'' by Loretta Webb; Multicultural Classroom Instruction,'' by W. Prentice Baptiste, Jr., and Mira Baptiste; Multicultural Perspectives and the Techniques in the Teaching of Reading: A Self Contained Classroom,'' by Freya Hawkins Anderson; The Black Experience: A Teaching Unit of Black Studies,'' by Freya Hawkins; You've Come A Long Way: From Africa to America, From Slavery to Freedom,'' by Freya Hawkins; Multicultural Approaches to Reading and Language Arts,'' by Betty Springfield; Multiculturalizing the Secondary English Curriculum,'' by Margaret L. Ford; Mainstreaming Multicultural Music in American Schools,'' by James A. Standifer; Multicultural Testing, Criterion Related Testing, Literacy Testing: Which Game Do We Play Next?'' by Robert L. Williams; Xraying a Multicultural Society to Look at the Future,'' by Frederick L. Goodman; and A New Focus on Multiethnicity,'' by H. Prentice Baptiste, Jr., and Margaret L. Ford. (MK)

ED 184 937 SO 012 452

Seif, Elliott

Dare We Build a New Curriculum for a New Age?

Pub Date-18 Oct 79

Note-22p.; Paper presented at Annual Meeting of the World Future Society (Minneapolis, MN, October 18, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, Cooperation, Creativity, *Curriculum Development, *Decision Making Skills, Elementary Secondary Education, *Futures (of Society), Global Approach, Humanistic Education, Independent Study, *Relevance (Education), Technological Advancement, Values Education

Ten major elements in developing a curriculum to prepare students to face future challenges and problems are outlined. One, mastery and understanding of technology, should focus on the use of tools and machines with an emphasis on problems related to technology in our lives. Two, cooperative living skills, can be achieved through classroom meetings, cooperative approaches to learning, and parent effectiveness training. Three, basic survival skills, includes cooking, nutrition, preventive medicine, child rearing, and consumer awareness. The fourth element considers the complexity of career options. Areas five, six, and seven concern skills such as self-directed learning, creative problem solving, decision making, and communication skills. The final three elements focus on present issues-oriented education, moral education and humanistic education. The conclusion is that schools should embark on a long-range planning mission intent upon gradually introducing new ideas and skills systematically. (KC)

ED 185 049 SP 015 908

Spaulding, Robert L.

Relationships of Inservice Training to Classroom Teaching Models, Management Styles, and Student Achievement.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Apr 80

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 10, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, *Classroom Techniques, Individual Needs, Inservice Teacher Education, *Program Effectiveness, Program Evaluation, Student Behavior, *Teacher Characteristics, Teacher Effectiveness, Teacher Motivation, *Teaching Styles, *Training Methods

Identifiers-Teacher Corps

The impact of Teacher Corps inservice training on classroom management and instruction is outlined. Various indexes and measures of presage and process variables are described and their probable influence on student achievement in reading and mathematics is specified in a series of hypotheses. The relationships of presage variables to process variables were examined by zero-order correlations. The possible generalization of training to the natural teaching styles of the teachers was tested with a correlated t-test. The influence of teaching models and classroom management procedures, as taught in the Teacher Corps inservice training activities, on the achievement of pupils was examined by multiple regression analysis. Results of the study are presented in both narrative and tabular form and the instruments used in the research are appended. (Author/JD)

ED 185 070 TM 800 056

A Taxonomy of Selected High School Equivalency Materials. Interpretation of Literary Materials. Supplementary Inventory.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-79
Note-61p.; For related document, see ED 114 766. Parts may be marginally legible.
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classification, *English Literature, *Equivalency Tests, Functional Reading, *High School Equivalency Programs, *Reading Comprehension, Reading Tests, State Standards, *Student Educational Objectives
Identifiers-*General Educational Development Tests, New York

This taxonomy is designed to be used by teachers who are preparing New York state students to take the Tests of General Educational Development (GED). The skills included in this taxonomy are representative of those skills which must be mastered in order to pass the reading skills test of the current six-hour GED. Educational objectives in the following areas are included nonfiction, fiction, drama, poetry, and practical reading accompanied by references to further available instructional resources. Sample items (reading passages) are presented for each of the objective areas, followed by multiple choice questions on the passage. (GDC)

ED 185 112 TM 800 130

Shelton, Elaine

The Adult Performance Level Competency-Based High School Diploma Program. Performance Requirements. Fifth Edition, Summer 1979.

Texas Univ., Austin.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-51p.

Available from-Adult Performance Level Project, University of Texas at Austin, Education Annex, S-21, Austin, TX 78712 ($2.00).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Basic Skills, *Competency Based Education, Daily Living Skills, Functional Literacy, *High School Equivalency Programs, Learning Activities, Program Costs, *Program Design, Staff Role, *Student Educational Objectives, Student Evaluation

Identifiers-Adult Performance Level, Texas

The Adult Performance Level (APL) Competency-Based High School Diploma (CBHSD) Program in Texas is briefly described. The program was developed as a flexible and effective alternative to a conventional high school diploma program and to the General Educational Development (GED) test. Program goals are expressed as competency outcomes which are demonstrated as observed behaviors in three areas: basic skills; life skills (generalized competencies); and optional skills appropriate to individual goals (individualized competencies). Job descriptions are provided for program personnel, including the local adult education directors, counselors, teachers, evaluators, task forces, the local principal, and local school board. Procedures are described for general orientation and placement of students; and learning activities and student evaluations are discussed. For planning purposes, potential cost items are enumerated. (APL instructional objectives and life skill activities are appended). (MH)

ED 185 175 UD 020 395

Barnett, Samuel B.

Inner City Schools in Crisis Can We Meet the Challenge? or Do We Want to Meet the Challenge?

Pub Date- 77

Note-15p.; Paper presented at the Conference of Black Educators (New York, NY, May 15, 1977)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Blacks, *Culture Fair Tests, *Educational Opportunities, Elementary Secondary Education, Equal Education, Higher Education, *Institutional Role, Minority Groups, Racial Bias, *Racial Discrimination, *Test Bias, Test Construction

Identifiers-*Educational Testing Service

This paper considers the role of education in influencing the political, economic, and social status of blacks, focusing particularly on the issue of educational testing and the activities of the Educational Testing Service (ETS). The failure of the educational system to effect significant changes in the status of blacks relative to whites is discussed and the role of social science in creating instruments that justify unequal educational treatment is examined. The author's experiences at ETS are described in terms of his involvement in the institution's efforts to redesign educational tests in order to remove their bias against minorities. It is stressed, however, that even the fairest of tests cannot alone achieve equality of opportunity, because other criteria can be invoked to perpetuate social discrimination. It is also held that principal problems black educators face in their struggle to eliminate bias are their white colleagues' (1) general unfamiliarity with life styles of common folk in general and black people in particular, and (2) theoretically based orientations. Other crucial problems in the areas of research and testing are outlined and, finally, current efforts underway at ETS relating to minority education are described. (GC)

ED 185 196 UD 020 461

Brooks, Thomas E. And Others
Evaluation Report, St. Louis Magnet/Pilot Programs, Emergency School Assistance Act, Title VII, 1976-1977.
Saint Louis Public Schools, Mo.
Pub Date- 77
Note-348p.; Report prepared by the Emergency School Aid Act Unit. For a related document see UD 020 382. Not available in paper copy due to light print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Community Involvement, Elementary Secondary Education, *Inservice Teacher Education, Intergroup Relations, Interpersonal Relationship, *Magnet Schools, Pilot Projects, *Program Evaluation, *Racial Relations, School Desegregation, Social Isolation
Identifiers-Emergency School Aid Act 1972, *Missouri (Saint Louis)

The St. Louis, Missouri, magnet schools program supported eight grade schools and two high schools. Programs in law and consumer education and ethnic heritage were also undertaken. Staff development and community involvement projects were initiated. Outcomes common to all components and outcomes of specific programs were assessed. Program evaluation focused on basic skills achievement, social relations (reduction of racial isolation), organizational climate, and outcomes related to parent attitudes, staff satisfaction, and student involvement. Elementary magnet school students were shown to achieve at the same level as students in regular programs, except for third and fourth graders who achieved at a lower level. Achievement of secondary level magnet program students was generally not consistently above or below that of students in control high schools. Differences were found in comparisons among magnet schools. The trend of data collected on social relations was positive. No conclusive evidence on the effectiveness of reaching instructional goals for the ethnic heritage or law and consumer education programs was available. Workshops for staff development were perceived by teachers as effective and improving. The community involvement project was shown to have increased interaction among the Emergency School Aid Act Advisory Committee, business, civic and educational communities, parents, and the Board of Education. (MK)

ED 185 217 UD 020 523

Saltman, Juliet

The Special Significance of Akron's School Case.

Pub Date-Aug 80

Note-14p.; Paper prepared for the Annual Meetings of the Society for the Study of Social Problems (New York, NY, August 24-27, 1980)

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Desegregation Litigation, Elementary Secondary Education, *Housing Discrimination, *Public Policy, *Racial Segregation, *Residential Patterns, School Community Relationship, School Desegregation, *School Segregation

Identifiers-*Ohio (Akron)

This paper describes a school desegregation case, begun in 1978, in which housing segregation was a principal issue. The history of both residential and school segregation in Akron, Ohio, are outlined. It is held that public housing and credit policy greatly contributed to the maintenance of segregated neighborhoods in all United States metropolitan areas, including Akron. A series of lawsuits regarding racially segregated housing and schools that were brought against local authorities beginning in the 1960s and the opposition of school board officials to black parents' efforts to desegregate the schools are also described. Events leading up to the 1978 suit, including the adoption of a desegregation plan that many citizens held was unfair and ineffective, are reviewed, as is some of the evidence against both housing and school officials. The inseparability of public school segregation from segregated residential patterns and the consequent necessity for addressing both areas through litigation are emphasized. (GC)

ED 184 997 SP 015 567

Allen, Dwight W.

Microteaching: A Personal Review.

Pub Date-79
Note-9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Microteaching, *Teacher Education, Teacher Effectiveness, *Teaching Methods, Teaching Skills, Training Methods

Microteaching is a successful analytical tool because of its precision and simplicity, its low pressure approach, and the fact that it encourages experimentation. In addition, the technique is easily mediated, replicated, and controlled. (Author/JD)

ED 184 874 SE 030 535

Woolever, James

Project SOUL: Computer Training Program for High School Students from Disadvantaged Areas. Part II, The Keypunch and Data Processing Courses. Technical Report.

University of Southern California, Los Angeles. Dept. of Electrical Engineering.

Spons Agency-National Science Foundation, Washington, D.C.

Report NO.-USCEE-402-B

Pub Date-Apr 71

Grant-NSF-GJ-0981

Note-132p.; For related documents, see SE 030 534 and ED 180 765. Appendix I marginally legible.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Compensatory Education, *Computer Oriented Programs, Computers, *Computer Science Education, Data Processing, *Disadvantaged Youth, Educationally Disadvantaged, Educational Objectives, Experimental Programs, *Program Descriptions, Programing, *Secondary Education, Secondary School Mathematics, Secondary School Science, Summer Programs, Teaching Guides

Identifiers-Project SOUL

Project SOUL'' is a summer program in which disadvantaged high school students are given computer training. This section describes the content of the Keypunch and Data Processing Courses conducted in 1970. One or both of these descriptions include course objectives, course outline, teaching guide, and methods of instruction and evaluation. (MK)

ED 184 898 SE 030 607

Space Telescope.

National Aeronautics and Space Administration, Huntsville, Ala. George C. Marshall Space Flight Center.

Pub Date-80

Note-12p.; Illustrations will not reproduce clearly.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Astronomy, Elementary Secondary Education, Higher Education, *Pamphlets, Science Education, Scientific Enterprise, *Space Sciences, *Technological Advancement

Identifiers-*Telescopes

This pamphlet describes the Space Telescope, an unmanned multi-purpose telescope observatory planned for launch into orbit by the Space Shuttle in the 1980s. The unique capabilities of this telescope are detailed, the major elements of the telescope are described, and its proposed mission operations are outlined. (CS)

ED 184 956 SO 012 493

Diem, Richard A.

Curricular and Programmatic Patterns in Social Studies Developed under Title IV C.

Pub Date-8 Apr 80
Note-16p.; Paper presented to the Annual Meeting of the American Educational Research Association (Boston, MA, April 8, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Needs, Educational Research, Elementary Secondary Education, *Federal Aid, *Program Effectiveness, *Program Evaluation, *Social Studies, Validated Programs

A study to determine the nature, effectiveness, and level of funding of social studies programs funded under Title IV, Part C of the Elementary and Secondary Education Act, is reported. Part C provides funding for innovative programs and projects that adopt the validated programs of other cost effective educational projects. Questionnaires were sent to state social studies specialists requesting information on the nature of social studies programs, the location of these activities, and the level of monetary support. Projects reported include citizenship, consumer, environmental, law, and multi-ethnic education; social studies and reading; global education; racial awareness; and oral history. Findings indicate that few projects directly involved students; evaluation components revealed little direct student performance measures; and implementation strategies involved little teacher input. Also, although curriculum materials developed under this act have proven to be important supplements to texts, most material is difficult to obtain. The variety of programs reflects the areas of most concern to both state and local educators. Finally, the average percent of Title IV monies spent on social studies is 5.9 of total available funds. The conclusion is that since social studies is currently not among the high priority funding items of Title IV C, it may have to ally itself with other curriculum areas and look for other sources of funding. (KC)

ED 184 975 SO 012 521

Teach Them All.
Pike Couqty Board of Education, Troy, Ala.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-Jul 79
Note-49p.; Best copy available.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, Civil Rights, Community, *Cultural Awareness, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Greek Civilization, *Human Relations, Intergroup Relations, *Learning Activities, *Multicultural Education, Self Concept, Service Occupations, *Social Studies, Units of Study
Identifiers-Ethnic Heritage Studies Program Act

Six social studies uqits for teachers of elementary and secondary students are presented. The document, written by various authors, is one component of the Pike County, Alabama, ethnic studies inservice training project. Objectives of the units are to help students develop an awareness and understanding of differing cultures and customs. Topics covered are the community as a melting pot, the civil rights movement of the 1960s and related Kennedy and Johnson legislation, multi-ethnic community helpers in Pike County (grades K-2), ancient Greece and its effects on world culture, development of a positive self-image (grades 3-4), and individual and group interaction and conflict resolution. Each unit outlines educational objectives and goals, major and minor concepts, and evaluation suggestions. A major part of each unit presents suggestions for student activities. Students are involved in researching, presenting and writing reports, interviewing, listening to speakers, viewing films and filmstrips, storywriting, discussing, role playing, debating, and participating in skits, games, and field trips. Vocabulary lists are included in some units. A bibliography of books, filmstrips, films, study prints, and other material concludes each unit. (CK)

ED 185 023 SP 015 793

Capie, Wlliam And Others

Relating Pupil Achievement Gains to Ratings of Secondary Student Teachers' Performance.

Pub Date-Mar 80
Note-26p.; Paper presented at the Eastern Educational Research Association (Norfolk, VA, March 6, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Classroom Techniques, Cooperating Teachers, Interpersonal Competence, *Research Methodology, *Student Teachers, Student Teacher Supervisors, Teacher Behavior, *Teacher Effectiveness, *Teacher Evaluation
Identifiers-Teacher Performance Assessment Instruments

This study investigates the validity of the Teacher Performance Assessment Instruments (TPAI) as they relate to the achievement of pupils taught by student teachers. Five separate instruments compose the TPAI: 1) teaching plans, 2) classroom procedures, 3) interpersonal skills, 4) professional standards, and 5) student perceptions. Participating student teachers prepare an instructional unit plan portfolio, administer a teacher-made pretest to the pupils, teach the unit, and close with a posttest on material taught in the unit. Supervising teachers and college supervisors observe the process, using the TPAI rating scales to reach conclusions. Comparative results of the observations of this study are presented in tabular form and an analysis of the results is presented. (JD)

ED 185 092 TM 800 093

Wilcox, Rand R. Yeh, Jennie P.

On Latent Structure Models for Measuring Achievement on Hierarchically Related Skills.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-CSE-R-124
Pub Date-79
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, Elementary Secondary Education, Factor Analysis, *Guessing (Tests), *Mathematical Models, Probability, Scoring, Skills, *Test Items, *Vertical Organization
Identifiers-Item Hierarchies, *Latent Structure Analysis

The purpose of this paper is to derive explicit estimates of the parameters of a latent structure model when the skills represented by the test items are hierarchically related. Two special cases are described, which may be used as an approximation to the Dayton and Macready model and also provide initial estimates in an iterative estimation procedure when the more general model is being used. In the first case, the probability of a correct response from a randomly chosen examinee who guesses is greater than zero, and the probability of an incorrect response given that the examinee knows is zero. In the second special case, the probability of a correct response from a randomly chosen examinee who guesses is zero, and the probability of an incorrect response given that the examinee knows is greater than zero. A numerical illustration is used to demonstrate the required procedures in each case. (BW)

ED 184 918 SO 012 407

Murray, Victor Jick, Todd D.

Coping with Hard Times: Budget Cutbacks in Human Service Organizations. Part 1: An Analysis of the Emergence and Recognition of Cutbacks.

Pub Date-29 Aug 79
Note-42p.; Paper prepared for Annual Meeting of the American Sociological Association (Boston, MA, August 29, 1979).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, Federal Programs, *Financial Problems, *Financial Support, *Human Services, Organizational Change, Organizational Climate, Organizational Effectiveness, Power Structure, *Public Administration, *Public Agencies, *Social Agencies

This paper presents a conceptual framework for analyzing the impact of funding cutbacks on human services organizations (HSOs). HSOs include publicly-funded educational, health, welfare, and cultural organizations. The framework identifies five categories of variables which influence an organization's reaction to cutbacks. Category one, objective characteristics'' of cutbacks, includes the severity of the cut in terms of money and time schedule, the funding organization's reasons for the decision, and the degree of power the funding source has to dictate the specific nature of cuts. Category two, contextual conditions'' of cutbacks, includes the level of awareness and interaction of the HSO with other groups in its field, experience and personality of the HSO's administrators, and the organizational structure and management of the HSO. Category three includes the way the cuts are perceived by the HSO's key decision makers. Their perception of the cuts' severity and causes, and the power of funding the agency directly affect the action they take in response to the cuts. These responses constitute category four: reduction of organizational activities, efforts to replace lost funding, and changes in internal operations. The last category, which is affected by the HSO's responses, includes changes in organizational effectiveness and in the quality of the working life of its staff. (AV)

Haajanen, Timo, Ed.

Year Book 1979. Reports of Physical Culture and Health 27.

Research Inst. of Physical Culture and Health, Jyvaskyla (Finland).

Pub Date-79

Note-175p.

Pub Type- Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Behavior Patterns, *Educational Objectives, Elementary Secondary Education, Foreign Countries, Habit Formation, Lifetime Sports, Mass Media, Physical Disabilities, *Physical Education, *Physical Fitness, *Preschool Education, Socialization, Student Motivation

Identifiers-*Finland

The organization, functions, and work of the Research Institute of Physical Culture and Health, and the Research Unit for Sport and Physical Fitness, both functioning at the premises of the Foundation of Physical Culture and Health in Jyvaskyla, Finland, are discussed. Research papers which have been presented at international congresses during 1978 are included to show the focuses of different research projects being conducted at the Foundation. The publication closes with abstracts of the reports published in the Institute's publication series. (JD)

ED 185 071 TM 800 057

Guay, Roland B McDaniel, Ernest D.

Toward Explaining Sex Differences in Spatial Ability: An Investigation of Selected Cultural and Neurophysiological Factors.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date-Oct 79

Grant-DAHC-19-77-G-0019

Note-30p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cerebral Dominance, *Cultural Influences, Higher Education, Lateral Dominance, *Neurological Organization, *Sex Differences, *Visual Measures

Identifiers-*Spatial Ability, Spatial Tests

A number of cultural and neurophysiological variables were studied to examine their relationship with sex differences in spatial ability. Five paper-and-pencil spatial ability tests were administered to a group of 50 male and 51 female college students, with approximately equal numbers for each sex being left- or right-handed and left- or right-eye dominant. Four of the five tests showed significant sex differences. Electroencephalographic recordings from the left and from the right parietal regions were obtained with the subjects at rest and while solving four different spatial tasks. Questionnaires were also administered regarding the extent of participation and the extent of enjoyment for 25 spatially-oriented activities. Other questionnaires concerned trait anxiety and independence versus family influence. Although the neurophysiological variables were correlated with spatial test scores, they had very little potential for explaining sex differences in spatial test performance; but the cultural variables in the study did show promise in explaining those differences. (Author/CTM)

ED 185 113 TM 800 131

The Adult Performance Level Study: Final Report.
Texas Univ., Austin.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Note-98p.
Available from-Adult Performance Level Project, University of Texas at Austin, Education Annex, S-21, Austin, TX 78712 ($5.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Tests, *Adults, Arithmetic, *Basic Skills, Behavioral Objectives, *Competence, *Daily Living Skills, Educational Attainment, Employment Level, Functional Literacy, Income, Interpersonal Competence, Problem Solving, Reading Achievement, Writing Skills
Identifiers-*Adult Performance Level, *Functional Competence, Texas

A project is described that attempted to formulate a meaningful concept of adult performance levels, to devise instruments to measure performance at those levels, and to use those instruments to assess the functional competence of a representative sample of the population of the United States. Three levels of competence are defined in terms of income, education, and employability; competence is defined as a function of social demands and personal traits. Differences between performance levels are observed for communication and computation skills, problem solving, and interpersonal relations in the five areas of: (1) occupationally-related knowledge, (2) consumer economics, (3) government and law, (4) health, and (5) community resources. After an initial round of field testing, five independent nationally representative samples of 1,500 adults were tested in order to provide normative information. Results are reported for the five areas for the over-all measure of competence and also for the skill areas of reading, writing, computation, and problem solving. (Objectives for fuqctional competence in each of the five areas are appended, as well as annual reports for the Adult Education Development Center for Texas and the Texas Adult Performance Level Competency-Based High School Diploma Pilot Program). (CTM)

ED 185 133 UD 020 192

Cross, William E., Jr. Harrison, Algea
The Conference on Empirical Research in Black Psychology. (4th, La Jolla, California, January 7-9, 1979).
Cornell Univ., Ithaca, N.Y.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 79
Grant-1R13MH31600-01
Note-260p.; For abstracts of individual conference papers, see UD 020 193-209 and ED 181 100.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Black Community, *Blacks, *Conference Proceedings, *Psychological Studies, *Psychologists, *Psychology

This conference proceedings contains the texts of eighteen papers which were presented at the Fourth Annual Conference on Empirical Research in Black Psychology. A small group of young black psychologists came together to critique and present research papers, to generate intellectual support for research projects that have not caught the fancy of mainstream psychology, and to promote a research orientation in the field of black psychology. Topics addressed include health, behavior, cognition, family life, community life, education, and child rearing. (Author/RLV)

ED 185 156 UD 020 343

Modest, John And Others

Human & Racial Awareness.

Lexington Public Schools, Mass.

Pub Date-79

Note-78p.; Not available in paper copy due to broken print

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Activities, Cultural Awareness, Group Activities, *Intergroup Relations, Intermediate Grades, *Learning Activities, *Multicultural Education, *Program Guides, Racial Relations, *Teaching Guides

This curriculum guide describes activities for fifth and sixth grade students to enhance their awareness of intergroup similarities and intragroup differences. The activities, which include games, discussions, and experiments, can be used by teachers to help students deal with conflictive interpersonal situations. The goal of the program is to help children function appropriately in a multicultural, multiethnic, and multiracial world. Follow-up activities, books, films, and filmstrips are recommended. (Author/MK)

SE 030 636

ED 184 899
Kieran, Carolyn
Constructing Meaning for Non-Trivial Equations.
Pub Date-Apr 80
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Algebra, Case Studies, *Concept Formation, *Educational Research, Interviews, *Mathematics Instruction, Remedial Mathematics, *Research, Secondary Education, *Secondary School Mathematics, Symbols (Mathematics), Teaching Methods
Identifiers-*Mathematics Education Research

This research addressed itself to the development of a novel teaching-learning scheme for non-trivial, first-degree equations in one unknown, based on an analysis of the notions and misconceptions of junior high students. The approach was tried in a teaching experiment'' involving six case studies of students of various abilities in grades 7 and 8. Results indicate that this method of introducing equations is effective both at the junior high level and also with older remedial students. Other findings lead to a new perspective on students' concept of equality and left-to-right sequencing of operations. (Author/MK)

ED 184 938 SO 012 455

Davidson, Bonnie

A Holistic Approach to the Social Studies.

California Lutheran Coll., Thousand Oaks. Dept. of Education.
Pub Date-Jan 77
Note-244p.; A Thesis submitted to the Faculty of the Department of Education In Candidacy for the Degree of Master of Arts in Education.
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Affective Objectives, Cognitive Development, *Cognitive Objectives, Curriculum Development, Educational History, Educational Practices, *Educational Psychology, Educational Research, Elementary Education, Grade 4, Masters Theses, *Social Studies, Teaching Methods, Theories, *Units of Study
Identifiers-*Holistic Approach

The document explains the need for holistic social studies teaching methods, proposes a holistic model for use in a fourth grade social studies class, and places the model within the general context of social studies education. A holistic method is defined as a way of teaching which is cognitively and affectively integrated with individual development. The paper is presented in seven chapters. Chapter I traces social studies curriculum development from 1900 to the 1970s. Chapter II traces the development of a general psychology of cognition and affect with emphasis on research by psychologists Jean Piaget, Abraham Maslow, and Carl Rogers. Chapters III and IV compare the cognitively-oriented psychology of Piaget with the affectively-oriented psychology of Maslow and relates both movements to education. Chapter V presents a model of an holistic social studies unit and illustrates it by activities designed for a fourth grade unit on early California Indians. Information is presented on arrangement of the classroom environment to enhance the unit, activities (simulations, reading assignments, note taking, class discussion, and library research), and evaluation procedures. Chapter VI analyzes cognitive and affective functions of the model. Chapter VII identifies cognitive and affective criteria used to evaluate classroom experience with the model. The document concludes with appendices including the monograph Social Studies Techniques,'' by Helen Doolin, upon which the holistic model is based. (DB)

ED 185 050 SP 015 909

Dillon-Peterson, Elizabeth And Others

Special Project to Study ERIC Potential for Impact on School District Problems. Final Report.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Lincoln Public Schools, Nebr.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 80

Contract-400-78-0017

Note-45p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperative Programs, *Data Bases, Elementary Secondary Education, Federal Government, Information Retrieval, *Information Utilization, *Inservice Teacher Education, Problem Solving, Program Descriptions, Program Development, Program Evaluation, Program Implementation, School Districts, Use Studies

Identifiers-*ERIC

The ERIC Clearinghouse on Teacher Education and the Lincoln, Nebraska, Public School System undertook a cooperative project to raise teachers' awareness and use of the ERIC data bases. The report describes project backgrouqd and planning, project execution, and evaluation. Suggestions for future replication are also provided. Appendices provide a demographic profile of Lincoln, objectives of the state capacity building project, pre- and posttest questionnaires, and samples of newsletter articles promoting the project. (MJB)

ED 185 176 UD 020 401

Orfield, Gary Taylor, William L.
Racial Segregation: Two Policy Views.
Ford Foundation, New York, N.Y.
Pub Date-Oct 79
Note-69p.; Not available in paper copy due to institution's restriction
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agency Cooperation, *Desegregation Litigation, *Federal Government, Neighborhood Integration, Racial Integration, *Residential Patterns, *School Desegregation, School Segregation, *Urban Areas

This booklet contains two papers: (1) Federal Agencies and Urban Segregation: Steps Toward Coordinated Action,'' by Gary Orfield; and (2) Mounting a Concerted Federal Attack on Urban Segregation,'' by William L. Taylor. In the first paper, racial, economic, and educational trends in urban areas are reviewed. Lack of Federal commitment, Congressional tendency to blame cities for their own problems, lack of programs for residential integration, and weak pursuit and impact of civil rights enforcement are identified as barriers to unified action for desegregation. Steps that Federal agencies could take to improve the present record are discussed, including data collection, civil rights office participation in policy formation, development of enforcement procedures, and coordination among Federal departments. The second paper explores possibilities for a coordinated Federal attack on housing and school segregation in metropolitan areas. It is argued that, because residential patterns and school desegregation are inextricably linked, court litigation regarding one problem should also address the other. Steps toward a Federal effort for combined school-housing relief are outlined. These include interagency cooperation, shared information, and increased focus on desegregation policy in the executive branch of the government. (GC)

ED 185 218 UD 020 524

Fruth, Marvin J. Gardner, Booker

1978 Urban Conference Report. Report from the Project on Studies of Implementation of Individualized Schooling.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-WRDCIS-PP-22

Pub Date-Dec 79

Grant-OB-NIE-G-80-0117

Note-302p.; Proceedings of the Conference for Urban Educators (Madison, WI, 1978). For individual conference papers, see UD 020 525-537.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Educational Change, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Financial Problems, *Instructional Development, Multicultural Education, School Desegregation, *Urban Education, *Urban Problems, *Urban Schools

Identifiers-California (Oakland), Colorado (Denver), Missouri (Saint Louis), New York (Buffalo), Texas (Dallas)

These conference proceedings approach urban education from three perspectives. The first section describes basic issues in urban education: financial problems, legal mandates, cultural diversity, and desegregation. Papers included are: Financing Urban Schools'' by Richard A. Rossmiller; Legal Issues in Urban Education'' by Virginia D. Nordin; Education That is Multicultural for Urban Schools: Rationale and Recommendation'' by Carl A. Grant; and Perspectives on Desegregation/Integration'' by Charles D. Moody, Sr. The Implications of these issues for instructional programming, teacher inservice, and citizen advocacy are examined in the second section. Papers included are: Improving the Effectiveness of Urban Schools: Instruction'' by Edgar G. Epps; Improving the Effectiveness of Urban Schools: Teacher Education'' by LaMar P. Miller; Improving the Effectiveness of Urban Schools: Citizen Participation'' by Don Davies; Improving the Effectiveness of Urban Schools: Educational Research'' by Francis S. Chase. In the last section, educators describe successful programs in urban schools. Papers included are: A Dallas Story'' by Nolan Estes; A Buffalo Story'' by Eugene T. Reville; A St. Louis Story: Magnet Schools A Means to an End'' by Robert Wentz; A Denver Story'' by James H. Daniels; and An Oakland Story'' by Rosemma B. Wallace. (Author/MK)

ED 184 875 SE 030 543

Schatz, Dennis And Others
Marine Science Activities for Visually Impaired.
Pacific Science Center, Seattle, Wash.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date- 79
Note-97p.
Available from-Pacific Science Center, 200 Second Ave. N., Seattle, WA 98109 (free while supply lasts).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Class Activities, Disabilities, Elementary Education, Elementary School Science, *Environment, *Environmental Education, *Marine Biology, Natural Resources, *Oceanography, Outdoor Education, Science Activities, *Science Education, *Visual Impairments

These marine education materials are based on the approach that students learn best when given a multisensory experience. The activities are intended to develop such experiences for the visually impaired child. Activities are intended to supplement an upper-elementary science curriculum or be the basis of a unit on marine biology. The guide is organized into two sections: (1) the activity sets; and (2) background information for the sets. (RE)

ED 184 976 SO 012 523

Freeman, William H.

Some Reflections on the Problems of Oral Biographical Research.

Pub Date-Jun 76
Note-15p.; Paper presented at Annual Convention of the North American Society for Sport History (Eugene, OR, June 1976).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bias, *Biographies, *Historiography, Interviews, *Oral History, Participant Characteristics, *Primary Sources, Questioning Techniques, *Research Problems

Problems for the biographical researcher in conducting oral interviews with primary sources are discussed. Successful biographical research using oral history must be thorough and honest. A major problem in getting candid information from primary subjects may occur if quotations touch upon areas considered personal or controversial. Other problems concern the reaction of subjects to tape recorders, gaining the trust of subjects, getting too close to the subjects to maintain objectivity, and keeping records of interviews. The research method must be adapted to the personality of the subject. For instance, some personalities change when a microphone appears before them. Also, voluminous note-taking or tape recording may be hampered considerably if the subject is a put on'' artist who delights in weaving intricate narratives. Another problem concerns the researcher's reporting correctly the language of the conversation, especially over a long period of time. This problem corresponds to that of the accuracy of the recollector's quotations of past conversations. Because of these inaccuracies, it is wise to get at least two accounts of an event. Family or personal opposition to the project and determining who is really an authority in a given case are other problems. Finally, the researcher must constantly assess his objectivity by questioning whether he is showing bias toward either side of a controversial issue, if he is justified in doing so, if the other side is represented, and if the subject should be abandoned. (Author/RM)

ED 184 999 SP 015 633

Gayles, Anne Richardson

Proposed Multicultural Teacher Education Program for Prospective Teachers on the Secondary Level.

Pub Date-Jan 80

Note-52p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cultural Pluralism, *Curriculum Design, Ethnicity, Ethnic Studies, Humanistic Education, Human Relations, Interpersonal Relationship, *Multicultural Education, *Preservice Teacher Education, *Program Content, Social Problems

A proposal is made for a secondary teacher education program designed to help prospective teachers to function effectively with pupils in a culturally diverse society. This program offers education majors on the secondary level the opportunity to select: 1) courses which reflect and support concepts and practices in multiculturalism; 2) courses which are bilingual/bicultural; 3) courses related to a particular target culture or cultures; and, 4) courses that emphasize different aspects of the multicultural dimension. An outline of this program is presented listing curricular components, free and required electives, and required and elective courses in multicultural education. (JD)

ED 185 024 SP 015 803

Hite, Herb McIntyre, Pat

Planning for Inservice Education (Revised). A Process Guide.

Western Washington Univ., Bellingham.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Jul 78

Note-93p.; For related documents, see SP 015 801, 818, and 819

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Guidelines, *Inservice Teacher Education, Institutional Cooperation, *Planning, *Program Development, Program Evaluation, Program Implementation, *Teacher Education Programs, Teacher Participation

Identifiers-Teacher Corps

This guide presents an overview and a set of specific tasks for the development of a local inservice education program for teachers. Accompanying documents describe a generic model for inservice education, a management scheme for developing the inservice program, and a resource guide of examples and exhibits that may prove helpful to those designing an inservice program. Topics discussed in this document include: 1) the development, implementation, and evaluation of the planning model; 2) the establishment of ownership of the inservice program, including methods of governance; 3) the setting of priorities and goals for the program; 4) the clarification of the roles and participation of the professional staff involved; and 5) the development of the inservice plan into an operating program. (Authors/LH)

ED 185 093 TM 800 094

Abidin, R. R.

The Parenting Stress Index Clinical Trials.

Pub Date-Sep 79

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, *Diagnostic Tests, *Individual Differences, *Mothers, *Parent Child Relationship, Social Influences, *Stress Variables, Test Norms, Test Reliability, Test Validity

Identifiers-*Parenting Stress Index

The Parenting Stress Index (PSI) is a clinical and research self-report instrument designed to identify mother-child systems which are under stress and to indicate the sources of stress. It is based on the research literature in child development, parent functioning, and stress. The normative sample for the PSI consisted of 470 mothers with at least one child under three years of age. Norms and factor analyses for this sample are presented. Reliability coefficients and some preliminary findings on the validity of the PSI are reported. Possible problems with the PSI are discussed and clinical benefits are suggested. (Author/BW)

ED 185 197 UD 020 466

Catalogna, Lenore And Others

An Exploratory Examination of Teachers' Perceptions of Pupils' Race.

Pub Date-Apr 80
Note-21p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April, 1980)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, Hispanic Americans, *Race, *Racial Attitudes, Racial Bias, *Racial Identification, *Teacher Attitudes, Teachers, Whites
Identifiers-*Self Social Symbols Tasks

The purpose of this study was to explore on a preliminary basis teachers' perceptions and prejudices with regard to pupils' race. Individual interviews with 96 teachers included their labeling and sorting of pupil photographs. The left-to-right valence framework of the Self-Social Symbols Tasks was utilized as an unobtrusive measure of prejudice. The mean number of races identified by the teachers was 3.73. The most frequent basis for their designations of race was color. White pupils tended to be accorded the most positive and Puerto Rican the most negative position. Tables of data are included. (Author/MK)

ED 184 957 SO 012 494

Alexander, Robin Ruth

The Cultural Climate of the Arts in Schools: Beyond the Color Wheel and the Bust of Beethoven Using Ethnographic Techniques.

Pub Date-9 Apr 80
Note-21p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, April 9, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Anthropology, *Educational Environment, Educational Needs, *Educational Practices, Educational Research, Elementary Education, Ethnography, *Fine Arts, *Music, Research Methodology, Teacher Attitudes, *Visual Arts

The document discusses a study to describe, analyze, and interpret the cultural climate of an elementary school in Texas which has a special fine arts program. Cultural climate is defined as the atmosphere that surrounds an arts program as defined by comments and actions of school administrators, art teachers, classroom teachers, students, parents, and the larger society. The researcher used ethnographic techniques of educational anthropology. Data were collected by repeated observation of two art and two music classes; observation of school programs and events; interviews with teachers, administrators, parents, and students; and informal observation in special area meetings. Two sketches of fine arts classes and a summary of conversations and data collection are provided. Comments concern the difficulty in setting up the artists-in-the-schools program, pay scale, preparation for programs, problems with increased enrollment, support from parents, and a recent bond issue for music and drama facilities. Findings indicate that most teachers and parents perceive the arts as having value for children; most classroom teachers are inadequately prepared to teach the arts; and most teachers feel they don't need to add arts instruction to their presently crowded curriculum. Curricular issues focus on integrating the arts with the social studies, the relationship between thinking about and creating art and music, and coordination between academic and fine arts teachers. (KC)

ED 185 072 TM 800 058

Richardson, Ellis And Others

The Use of The Decoding Skills Test in the Measurement of Auditory and Visual Work Recognition Skills.

Pub Date- Apr 79
Note-44p.; Paper presented at the Annual Convention of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decoding (Reading), Elementary Education, Oral Reading, *Phonics, Reading Achievement, Reading Processes, *Reading Tests, *Sight Vocabulary, Test Construction, Test Reliability, *Test Validity, *Word Recognition
Identifiers-*Decoding Skills Test, Passage Error Rate, Phonic Transfer Index

A model for the measurement of reading skills was used as the basis for the development of the Decoding Skills Test. The model emphasizes that decoding skills are based on one of two processes: word recognition through phonic/linguistic decoding or through basal word recognition. Word lists appropriate for the elementary grades were used to construct the Basal Word Recognition subtest. The Phonic Decoding subtest was based on Venezky's common spelling patterns, and the concepts associated with syllables and meaning. The Oral Reading subtest presented words in context which had already been seen (out of context) on the previous two subtests. The test was administered to approximately 600 elementary school students; other standardized reading achievement tests were administered to select ten good and ten poor readers from each grade level. Test validity, discriminating ability, and interrater and internal consistency reliability were examined. (Findings are discussed, and several test items are appended). (GDC)

ED 185 134 UD 020 193

Thomas, Charles W.

Psychology and the Black Experience.

Pub Date-29 Oct 78

Note-6p.; For related documents see UD 020 192-209 and ED 181 100; Paper presented at the Southern Regional Education Board Conference (Atlanta, GA, October 29, 1978)

Available from-Not available separately; See UD 020 192

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Black Culture, *Blacks, Cultural Pluralism, Ethnocentrism, *Identification (Psychology), Psychological Studies, *Psychologists, *Self Concept, *Social Science Research

The Social Sciences have a conceptual framework that is outside of cultural pluralism and hence, beyond a respect for the dignity of all individuals. There is a continual need to balance the control function of science with its function as a potential agent of social change. However, the scientific method is a controlled inquiry based on a particular value orientation. As long as the value system of the social scientist generates concepts and models that abuse, deny or dehumanize, there is little hope for such scientists to voluntarily change the nature of their activities. Since all scientists carry their values with them into their research, black scholars must continue to search for a social reality where cultural and psychological bonds are expressed through blackness. Blackness is a manifestation of a specific form of behavior which enables Afro-Americans to enhance self-determined mastery over those political and social institutions which impair socially relevant behavior. (Author/RLV)

ED 185 157 UD 020 351

Cross, Christopher T.

What Do We Know About Teaching and Learning in Urban Schools? Volume 1: Compensatory Education: A Congressional Perspective.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-65p.; For related documents see UD 020 352-361 and UD 020 363. Paper prepared for Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978).
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Compensatory Education, *Educational Legislation, Educational Policy, Elementary Secondary Education, Federal Programs, Federal State Relationship, *Program Evaluation, *Resource Allocation, *Student Participation
Identifiers-*Education Amendments 1974, *Elementary Secondary Education Act Title I

This document details the changes that have occurred in the 95th Congress with respect to compensatory education and explores the implications of those changes with respect to Federal policy for compensatory education programs. The 93rd Congressional hearings on Title I of the Elementary and Secondary Education Act are reviewed. Also described are a study conducted by the National Institute of Education on compensatory education and another study administered by the Office of Education designed to determine the socioeconomic status of those receiving Title I services. The studies' findings, which highlighted problems in the distribution of services and funds, are summarized, and the effects that such data have had on the legislation passed by the 95th Congress, including major amendments to Title I, are then described. Appended to the document are Part B of the Educational Amendments of 1974, dealing with educational studies and surveys, and an overview of H.R. 10891, a bill written to reorganize and amend Title I. (GC)

ED 184 900 SE 030 638

Theall, Michael And Others

Multiple Technologies in an Instructional Intervention Program to Assist in Teaching Pre-Calculus and Calculus Courses.

Pub Date-Apr 80
Note-80p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains occasional light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Calculus, *College Mathematics, Computer Oriented Programs, Computers, *Educational Research, *Educational Technology, Higher Education, Intervention, *Mathematics Instruction, Microcomputers, Research, *Tutorial Programs, Tutoring, Videotape Recordings
Identifiers-*Mathematics Education Research

This paper reports on two related instructional intervention projects: one completed and the other ongoing. The first involved a Tutored-Videotaped-Instruction'' (TVI) strategy in a three-course calculus sequence; the second, an NSF-funded project using microcomputers, television, tutoring, testing, and related technologies and methods in a Center for Assessment Tutoring and Enrichment Resources'' (CATER). Evaluation results from the TVI courses are presented as instrumental and consequential evidence of the impact of the project. Procedures in both papers are outlined. A report of progress in the NSF project concludes the paper. (Author/MK)

ED 184 919 SO 012 434

The Social Science Teacher, Vol. 8, No. 1, October 1978 Association for the Teaching of the Social Sciences (England).
Pub Date-79
Note-244p.; For related documents, see ED 168 946. Not available from EDRS in paper copy due to small type size of original document.
Available from-ATTS Resources Unit, Preston Polytechnic, Chorley Campus, Chorley, Lancashire, PR7 1ED ($0.75 for each volume)
Journal Cit-The Social Science Teacher; v8 n1 Oct 78; v8 n2 Dec 78; v8 n3 Feb 79; v8 n4 Apr 79; v8 n5 Jun 79
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anthropology, *Comparative Education, *Educational Practices, Elementary Secondary Education, Gifted, Higher Education, Multicultural Education, Periodicals, Political Science, Political Socialization, Racial Relations, *Social Sciences, *Social Studies, Sociology
Identifiers-*Great Britain, High School Geography Project, Man A Course of Study, Manchester Oxfam Project (England), Marxism, New Zealand

Included in this document are five issues of The Social Science Teacher,'' the official journal of the Association for the Teaching of the Social Sciences. All levels of education are treated. One issue examines a variety of topics including Marxism and education, the High School Geography Project, problems in teaching sociology, social studies in New Zealand, minority groups, and political education in the colleges. In a second issue articles present the status of social studies education in the United States and discuss Man: A Course of Study, and the Manchester Oxfam Project. Social studies and the gifted child are also discussed. Another issue contains many articles on the topic of political education. A fourth issue treats the topic of race relations and the multi-cultural curriculum. Articles present an Asian view of multiracial education, examine race and sociology textbooks, and discuss the problems and effects of teaching about race relations. The fifth issue deals with the topic of socialization. (Author/RM)

ED 185 025 SP 015 805

Training Manual. On-Site Evaluation of Teacher Education Programs.

Alaska State Dept. of Education, Juneau.
Pub Date-79
Note-76p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Standards, *Accreditation (Institutions), College Faculty, Competence, Curriculum Evaluation, Educational Objectives, Education Majors, *Institutional Evaluation, Preservice Teacher Education, *State Standards, Student Characteristics, *Teacher Education
Identifiers-Alaska, *Program Specialists

This training manual is designed to prepare program specialists to act as members of visiting teams whose task it is to evaluate college teacher education programs. The responsibility of the program specialist is to verify the accuracy of the self-study reports provided by the individual colleges, as well as to assess the college's teacher education curriculum. A simulated situation containing fictionalized self-study materials but authentic evaluation forms (required by the Department of Education) is presented. The status of the colleges program is based on application of criteria contained in Standards for the Approval of Teacher Education Programs for Alaska.'' This training package highlights the activity of the program specialist prior to arrival on campus, and emphasizes the procedures implemented during an on-site review. (JD)

Mehlenbacher, Sandra Mehlenbacher, Earl

J.J. O'Keefe's: A Participant-Observation Study of Teachers in a Bar on Friday Afternoon.

Pub Date-80
Note-15p.; Paper presented at the Convention of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Drinking, *Group Dynamics, *Human Relations, Interaction, Interpersonal Competence, *Teacher Behavior, Teachers, Verbal Communication

This research was undertaken with the idea that it may be possible to learn about teachers' work lives through the investigation of teacher behavior and attitudes in an out-of-work setting. Group and individual behavior of teachers who habitually gathered at the same bar on Friday afternoons was observed in order to examine patterns of interaction and communication. The study concerned itself with behavioral and sociological issues such as territoriality, spatial relations, verbal and nonverbal communications, group interaction and interaction patterns, and behavioral norms. The results suggest that schools represent a type of structure that severely constrains adult interactive and socializing needs, but that those needs may be adequately met through the use of a setting like a teachers' bar,'' a context which contains many of the same people but few of the same strictures as does the school environment. (LH)

ED 185 114 TM 800 132

Markert, Ronald J. Shores, Jay H.

Assuring Fairness in the Medical School Admission Interview Through Analysis of Rater Difficulty and Consistency.

Pub Date-Apr 80
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Table 1 may be marginally legible.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Admission Criteria, *Bias, Higher Education, *Interviews, *Medical School Faculty, *Medical Schools, Personality Assessment, Predictive Validity, Rating Scales, Reliability
Identifiers-College of Osteopathic Medicine TX, *Interrater Reliability

Although unreliable and not predictive of medical school performance, the admission interview continues to be used extensively to collect noncognitive data about medical school applicants. A procedure is suggested for assuring that a group of interviewers assigned to an applicant does not unfairly help or hinder the candidate's ratings. At least 3 medical school faculty interviewed and rated 231 applicants as exceptional, acceptable, minimally acceptable, or unsuitable; reliability between raters was low. To minimize this problem, a difficulty-consistency index was developed for classifying interviewers, and a rule-of-thumb was proposed for assuring fairness in assigning interviewers. Data from one year's applicants show that 48 of 148 candidates who were actually admitted to the class of 1983, were interviewed by a group of interviewers with an unsatisfactory difficulty-consistency total. (Author/CP)

ED 185 177 UD 020 402

Student Learning Objectives for Multicultural Education in the Basic Skills.

Washington Office of the State Superintendent of Public Instruction, Olympia.
Note-23p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Behavioral Objectives, *Curriculum Development, Elementary Secondary Education, Language Arts, Mathematics, *Multicultural Education, Reading, Social Studies

This pamphlet has been prepared as a practical tool to be used by educators and community people who want to strengthen the relationship between multicultural education and the basic skills. A model for multicultural education in the basic skills is provided for the following grade levels: K-3, 4-6, 7-9 and 10-12. For each of these grade levels, student learning objectives are provided in the areas of reading, language arts, social studies, and mathematics. The model has potential application in several phases of the education process, including teacher training, parent education, curriculum development, professional inservice training, and classroom use. (Author/RLV)

ED 185 198 UD 020 467

Parker, Kathryn Elmes Topps, Bettye W.
Juba: Classroom Teachers' Guide for Ages 9-13.
Greater Washington Educational Telecommuqications Association, Inc., Arlington, Va.
Pub Date- 77
Note-56p.; Guide prepared by The Folklore of Black America: A Television Based Curriculum for Ethnic Heritage Studies Project
Available from-Children's TV International, 1 Skyline Place, Suite 1207 5205 Leesburg Pike, Arlington, VA 22401 ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-African Culture, *Black Culture, Childrens Television, Cultural Awareness, *Cultural Background, *Cultural Education, Educational Television, Elementary Education, Ethnic Origins, *Folk Culture, *Teaching Guides

This guide was prepared for use in conjuction with the television series JUBA, designed to link Afro-American children directly with their cultural heritage by establishing folklore awareness and curiosity. The four part guide uses language experience and a combination of childrens' natural fantasies and folklore imagery to help children develop attention, appreciation, and analytic skills to facilitate drawing conclusions about folktales and comparing them to factual reality. Each unit presents behavioral objectives, concepts to be addressed, background information on the folktales, a show synopsis, vocabulary, preparatory activities, listening and looking focal points, and related learning activities. Games, songs, and additional references are included. (MK)

ED 184 876 SE 030 545

Reinauer, Charles D.

An Investigation of Selected Intellective and Non-Intellective Variables and Their Use in Predicting Success in Two Instructional Formats of a College Algebra Course.

Pub Date-Feb 79

Note-12p.; Paper presented at the Annual Meeting of the Southwest Education Research Association (February 1979). Contains occasional light and broken type.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, Algebra, *College Mathematics, Computer Assisted Instruction, *Educational Research, Higher Education, Intelligence, Lecture Method, *Mathematics Instruction, *Nontraditional Education, Predictor Variables

Identifiers-*Mathematics Education Research

Presented is an abstract of a study done to try to determine a set of variables which are capable of accounting for a significant amount of variation in algebra achievement in each of two instructional formats. Tables representing final grade distributions, initial comparison of groups, and comparability of volunteer subgroup variables are included. Some degree of association between certain variables is indicated; however, it is noted that the major hypotheses remain to be tested. (MK)

ED 184 939 SO 012 458

Carper, James C.

An Emerging Alternative to Public Education: The Christian Day School.

Pub Date-25 Oct 79
Note-20p.; Paper presented at Annual Meeting of the American Educational Studies Association (Cincinnati, OH, October 25, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, *Educational Assessment, Educational Objectives, *Educational Philosophy, Educational Trends, Elementary Secondary Education, Enrollment Rate, Higher Education, *Nontraditional Education, North American Culture, *Private Schools, Racial Bias, *Religious Education, *Social Change, Values

The role of Christian day schools in meeting changing educational and social needs is evaluated and educational trends since the 1960s are reviewed. Among the solutions proposed to remedy alleged educational ills of the 1960s (including that schools were simultaneously too liberal, racist, permissive, authoritarian, and irrelevant) were free schools, curriculum reform, changes in school government, and interdenominational schools. Among these alternatives, Christian day schools have become the fastest growing segment of formal education. Estimates indicate that there are between five and six thousand recently established Christian schools in the United States serving approximately 950,000 students. Reasons for the proliferation of Christian schools include disenchantment among Protestants regarding public schooling, alienation among evangelical Protestants from the American social order, and a desire for schools which stress discipline, are based on a conservative Christian perspective, and recognize the scriptures as the final authority for value judgments. Many questions relating to the quality and nature of the education provided by Christian day schools must be answered before the schools can be properly assessed. These questions include: How will graduates of Christian schools fare in society?; To what extent will Christian schools be standardized with regard to academic and enrollment procedures?; and Will evangelical Protestants be able to afford both public and parochial schools? (DB)

ED 185 000 SP 015 634

Year Book 1977. Reports of Physical Culture and Health 20.
Research Inst. of Physical Culture and Health, Jyvaskyla (Finland).
Pub Date-78
Note-146p.
Pub Type- Reports - Descriptive (141) - Collected Works - General (020)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adults, Behavior Patterns, *Educational Research, Foreign Countries, *Information Dissemination, Leisure Time, Mental Retardation, Physical Activities, Physical Disabilities, *Physical Education, Preschool Education, *Recreational Activities, Socialization
Identifiers-*Finland

The organization, functions, and work of the Research Institute of Physical Culture and Health, and the Research Unit for Sport and Physical Fitness, both functioning at the premises of the Foundation of Physical Culture and Health in Jyvaskyla, Finland, are discussed. Research papers which have been presented at international congresses during 1978 are included to show the focuses of different research projects being conducted at the Foundation. The publication closes with abstracts on the reports published in the Institute's publication series. (JD)

ED 185 094 TM 800 095

Kelley, E. W.

The Politics of Proficiency.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency-Education Commission of the States, Denver, Colo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-NIE-P-77-0223

Note-42p.

Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($2.75 prepaid).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Criterion Referenced Tests, Disadvantaged Youth, Educational Testing, Elementary Secondary Education, Federal Regulation, *Government School Relationship, Middle Class Students, *Minimum Competency Testing, *Political Influences, Political Power, Politics, Professional Occupations, Underachievement

The advocacy and establishment of legislation for minimum competency tests appears to be based upon the desire to hold educators responsible for their products, to measure the cost effectiveness of education, and to insure that all students obtain an adequate education in basic skills; but it is argued that using minimum competency standards has none of these effects. Instead, it will keep property taxes down, keep test-makers at work, and secure privileges and prerogatives for those in educational research and administration. Additionally, a highly motivated segment of the work force will find reduced employment opportunities. It is also contended that setting minimum competency standards is largely a political act, which involves the use of public authority to further the interests of private groups. Minimum competency testing is characterized as typical twentieth-century American politics, whereby certain groups gain advantages at the expense of individuals. It is concluded that the benefits to many students are questionable. (Author/CTM)

ED 185 219 UD 020 525

Rossmiller, Richard A.
Financing Urban Schools.
Pub Date-Dec 79
Note-12p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Budgeting, Community Resources, *Educational Finance, Elementary Secondary Education, Expenditures, *Financial Needs, *Financial Problems, Financial Support, *School Support, Tax Allocation, Tax Effort, Urban Demography, *Urban Schools

Among the financial problems facing urban schools are high expenditures per pupil required to provide educational services in urban schools enrolling a disproportionately high percentage of students with exceptional educational needs. Special programs are more costly than regular programs. City schools are frequently confronted with expenditures for noninstruction related services, for example, loss from vandalism and theft and higher attendance services costs. The costs of school sites, operation and maintenance are higher in densely populated areas. Wage scales are typically higher than rural or suburban areas. Although the ability of cities to generate revenue for school support is at least as great as that of most other areas, city schools are supported from the same tax base as a multiplicity of municipal services. Planning to meet the financial needs of urban schools requires not only data on present conditions but also awareness of emerging trends and their implications. Demographic trends are of particular significance. Schools need financing which is both reasonably equitable to taxpayers and distributes funds to provide reasonably equal educational opportunity for students. (Author/MK)

Mandeville, Garrett K.

Teaching Statistics Using SAS.

Pub Date-Apr 80
Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains marginal legibility in Charts and Tables.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Mathematics, *Computer Oriented Programs, *Computer Programs, *Educational Research, Higher Education, *Mathematical Applications, Mathematics Curriculum, Mathematics Instruction, Research, Statistical Analysis, *Statistics
Identifiers-*Mathematics Education Research

The Statistical Analysis System (SAS) is presented as the single most appropriate statistical package to use as an aid in teaching statistics. A brief review of literature in which SAS is compared to SPSS, BMDP, and other packages is followed by six examples which demonstrate features unique to SAS which have pedagogical utility. Of particular merit is the capability to create simulated data sets which may be used to: (1) demonstrate characteristics of sampling distributions, (2) provide individualized data sets for student use, and (3) allow for discussing of Type 1 errors and power. In the final example, the MATRIX procedure is used to provide various solutions to the single-factor repeated measures design. (Author/MK)

ED 184 977 SO 012 524

Koiva, Enn O., Ed.

Using the Cultural Models Approach in Studying the Multicultural Experience.

Connecticut Estonian Society, Inc., Andover.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-21p.; For a related document, see SO 012 525. Not available from EDRS in paper copy due to poor reproducibility of original document.

Available from-Estonian/American Culture Models, RFD 1, Andover, CT 06232 ($5.00 looseleaf)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Activities, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Ethnic Groups, *Ethnic Studies, Learning Activities, *Models, *Multicultural Education, Secondary Education, Social Studies, Teaching Methods, *Values

Identifiers-Estonian Americans, Ethnic Heritage Studies Program Act

The paper describes how social studies classroom teachers can use the cultural models approach to help high school students understand multicultural societies. The multicultural models approach is based on identification of values which are common to all cultures and on the interchangeability and transferability of these values (universal constants) from one culture to another. Twelve universal constants have been identified: survival of small cultures throughout history, integration versus separatism, immigrant dilemmas, cultural heroes, national and cultural symbols, senior citizens, home, hospitality, marriage, death, modern versus traditional values, and political dissent. Examples for the cultural models approach are taken from the cultural, social, and political experiences of Estonians in America. The developers believe that because the model focuses on universal values it is useful for helping students understand the values and experiences of other cultural groups as well. Students are directed to examine the 12 universal constant features within a base group (in this case Estonian Americans) and then compare them with the same features in another cultural group. For each of these 12 universal constants information is presented on background, pertinent considerations, and activities including research reports, role playing, analyzing primary source material, creating folk stories, and preparing ethnic foods. (DB)

ED 185 135 UD 020 194

Myers, Hector F. Miles, Ralph E.

Life Change Stress, Somatization and Blood Pressure in Blacks: A Pilot Study.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 76
Grant-NIMH-MH25580-05
Note-18p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Adjustment (to Environment), *Blacks, *Cardiovascular System, Health, *Hypertension, *Stress Variables

This study investigates the relationship between the subjective feelings of being under stress and elevated blood pressure. Consistent with the evidence in the cardiovascular disease literature, it was hypothesized that black hypertensives (HPB) would appraise themselves as under greater stress than normotensives (NBP). Seventy-seven primarily low-income black males and females volunteered to participate in the study. Participants were ranked on both a Somatic Response Scale and a Subjective Stress Scale. With age effects controlled for, no significant differences were found between HBP and NBP with respect to subjective stress or in patterns of somatic symptoms when stressed. In general, the results of this pilot study were unclear and inconclusive. (Author/RLV)

ED 185 158 UD 020 352

Liggins, Joseph D.

What Do We Know About Teaching and Learning in Urban Schools? Volume 2: Effective Teacher-Support Systems to Improve Instructional Conditions in Schools.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-62p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Ancillary School Services, Change Strategies, *Competency Based Teacher Education, *Educational Change, Elementary Secondary Education, *Inservice Teacher Education, Personnel Evaluation, *Staff Development, Teacher Education Programs, Teacher Workshops, Urban Schools

Urban school districts must initiate effective support systems to enable their human resources to respond quickly and adequately to the social and educational changes occurring in cities. This paper presents a staff development model, the components of which are planning, delivery, and needs assessment. The author stresses the need for an assessment tool developed to reflect the job description for each staff role within a school. The importance of following up personnel assessment with assistance to improve importance is discussed. The author describes the Houston Independent School District's Competency Based Teacher Development Program which focuses around four themes: (1) diagnostic and prescriptive techniques; (2) classroom management techniques; (3) teacher effective strategies; and (4) multicultural awareness. Sample forms and objectives for a staff development program are appended. (Author/MK)

ED 185 178 UD 020 404

Gerbner, George Signorielli, Nancy

Women and Minorities in Television Drama, 1969-1978.

Pennsylvania Univ., Philadelphia. Annenberg School of Communications.

Pub Date-29 Oct 79
Note-67p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Attitudes, Childhood Attitudes, *Concept Formation, *Cultural Images, Females, Minority Groups, Older Adults, Role Perception, *Stereotypes, *Television, *Television Viewing

This report presents an analysis of the characters created for prime time and weekend daytime network television drama and viewer conceptions associated with exposure to television. Data was gathered through 10 years of monitoring television programs, analyzing characters, and conducting surveys of child and adult viewers. Trends in representation of women and minorities (nonwhites, Hispanics, young and old people), findings on role characterizations and occupations, a measure of violence as a demonstration of power, and associations between television exposure and viewer conceptions of social reality are discussed. Television drama is found to underrepresent women and minorities. Typecasting of women is seen to restrict ooportunities. Women and minorities are characterized as more vulnerable than their majority counterparts and are more frequently depicted as victims of violence. A positive and statistically significant relationship was found between the time an individual spends watching television and the individual's stereotyping of the role of women and the aged. Youqger viewers born into a television world are found to be more imbued with its depiction of people and less likely to express an independent view of reality. Graphs and tables of data are included in the report. (MK)

ED 184 920 SO 012 435

Pistone, Kathleen A.
Cultural Arts Handbook.
Council for the Arts in Westchester, Inc., White Plains, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-Aug 78
Note-109p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Art Appreciation, *Art Education, Cultural Awareness, Cultural Differences, Cultural Education, Curriculum Development, *Educational Objectives, Elementary Education, *Ethnic Studies, Handicrafts, Instructional Materials, Learning Activities, *Multicultural Education, Photography, Skill Development, Social Studies, Teaching Methods
Identifiers-Ethnic Heritage Studies Program Act

The handbook presents activities to aid elementary school classroom teachers as they develop and implement cultural arts lessons. A cultural arts program is interpreted as a way to help students develop perceptual awareness, build a basic vocabulary in some art cultural form, evaluate their own works of art, appreciate creative expressions, and think divergently through experiences in creative expression. Activities are presented in seven categories visual art, arts and crafts, ethnic crafts, sculpture and modeling, collage, textures, and photography. Activities include finger printing, relief printing, making geometric designs, mosaics, creating string and box sculptures, tracing rubbings, cutting out paper silhouettes, and designing wooden jewelry. Many activities direct students to produce ethnic art forms including early American Shaker rugs, Czechoslovakian dolls, French puppets, Greek straw scenes, Irish felt painting, Spanish fishnets, and Ukrainian glass paintings. For each activity, information is presented on objectives, background, cultural derivation, procedures, materials, number of students involved, and additional related activities. While participating in the activities, students work in a veriety of art media including crayon, pencil, chalk, charcoal, watercolor, and tempera paint. They also become familiar with artistic uses for materials such as newsprint, shelf paper, tissue, contact paper, yarn, soap, egg cartons, and paper plates. (DB)

ED 184 958 SO 012 495

Barker, David Read

Culture Shock and Anthropological Fieldwork.

Pub Date-14 Mar 80
Note-12p.; Paper presented at Annual Meeting of the Society for Intercultural Education, Training and Research (6th, Mount Pocono, PA, March 14, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anthropology, Cross Cultural Studies, *Culture Conflict, *Culture Contact, *Field Studies, Foreign Culture, *Psychological Patterns, Social Science Research, Stress Variables

The document reviews literature on the effects of culture shock and suggests reasons that anthropological writings seldom deal with the subject. Definitions of culture shock begin with the writings of anthropologist Kalvero Oberg, who first introduced the term in the mid 1950s. Oberg wrote that culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. Other authors note that it is a massive psychic reaction creating stress responses of frustration, anxiety, helplessness, irritation, fear, and homesickness. Culture shock has been described in terms of stages and curves. Oberg's four stages include fascination with novelty, hostility, beginning of adjustment, and acceptance of the customs of the country. Several studies have attempted to correlate culture shock with occupational, situational, experiential, and personality variables. The major occupational groups studied include technical assistants, foreign students in the United States, Peace Corps volunteers, and tourists. Several reasons exist for the lack of anthropologists' descriptions of their own experiences with culture shock: the tradition emphasizes publication of the results of fieldwork with little emphasis on the method; by the time field notes are developed into publications, most fieldworkers have gone through adjustment and are at their normal level of emotional equilibrium; and the pain of culture shock is offset by the challenge and excitement of fieldwork. (Author/KC)

ED 185 001 SP 015 675

Haberman, Martin

Selecting Articles for Publication (Notes to Scholars and Referees in Teacher Education).

Pub Date-Feb 80

Note-13p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (Dallas, TX, February 1980).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Evaluation, Evaluation Criteria, *Expository Writing, *Scholarly Journals, *Teacher Education, *Writing (Composition)

The demands of scholarly articles, as opposed to other forms of writing, are discussed. The advantages of the article format for providing rationale, for sharing critical ideas between colleagues, and for achieving the linkage of professionals within a given field are expounded upon. Special attention is paid to the writing of scholarly articles in the field of teacher education. (LH)

ED 185 026 SP 015 807

McKee, Nancy

Socratic Suggestions for the Mind Set of Teaching. A Manual for Those New to the Profession of Teaching Concerning the Establishment of Classroom Organization During the First Days of School. R&D Report No. 4102.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-COET-78-11

Pub Date-Aug 78

Contract-OB-NIE-G-78-0216

Note-35p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Teachers, Class Organization, *Classroom Techniques, Discipline, Elementary Education, *Primary Education, *Student Teacher Relationship, *Teacher Behavior, *Teaching Methods

Twenty-eight third grade teachers were observed by a team from the Research and Development Center for Teacher Education at the University of Texas in order to identify discipline and teaching strategies most conducive to the establishment of a successful student-teacher relationship. This package is the result. Ideas and suggestions designed to aid the beginning primary and elementary school teacher are presented, along with humorous anecdotes, cartoons, and general teaching tips. The material is presented in an informal style. (LH)

ED 185 052 SP 015 954

Schunk, Dale H.

Applying Motivation Theories to Individual Differences in the Classroom: A Social Learning Perspective.

Pub Date-Feb 80

Note-10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, February, 1980).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Arithmetic, Independent Study, Individual Differences, Low Achievement, Negative Reinforcement, *Positive Reinforcement, *Self Evaluation (Individuals), Skill Development, *Student Improvement, *Student Motivation, Teaching Methods

In the social learning perspective the anticipation of rewarding consequences serves as one source of motivation. A second results from the perception of a negative discrepancy between present capabilities and desired performance. To foster motivation it is necessary that persons accurately appraise their capabilities. Techniques for fostering accurate appraisal in a skill-development context include modeled demonstration of principles and their applications, effort attribution, and self-directed study. (Author)

ED 185 073 TM 800 059

Rivera, Charlene Lombardo, Maria

The Validation of the English as a Second Language Assessment Battery (ESLAB).

Pub Date- 79
Note-22p.; Figures 1 and 2 have been removed due to small print size. Tables 2 and 3 may be marginally legible due to small print size.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Students, *Criterion Referenced Tests, English, *English (Second Language), Junior High Schools, Language Dominance, Language Proficiency, Language Skills, *Language Tests, Second Language Learning, *Test Construction, Test Reliability, Test Validity
Identifiers-*English as a Second Language Assessment Battery

The development of the English as a Second Language Assessment Battery (ESLAB) was based on needs indicated by achievement and placement statistics. The selection of the proficiency skills (listening, speaking, reading, and writing) was supported by changing views in language assessment and by legislation. Andrew D. Cohen's language model was adapted as a theoretical frame of reference. The battery was developed with a recognition of the interrelationship of native and second language skills. Receptive and expressive components of ESLAB included the Oral Screening Test, Oral Competency Test, Aural Comprehension Test, Dictation Exercise, Structural Competency Test, and Informal Reading Inventory. To ascertain ESLAB's statistical stability, 59 Hispanic inner-city bilingual students in grades 7 and 8 were tested. Each of the tests was subjected to item analysis, involving item difficulty and item discrimination. Face, content, predictive, and concurrent validity were established. Internal consistency and interrater correlations for the expressive subtests were also attained. Overall, both the receptive and expressive subtests of the ESLAB pilot edition proved to be valid and reliable measures of language proficiency. (Author/GDC)

ED 185 115 TM 800 133

Hawley, Peggy
Attitudes Toward Sex Roles Scale. Revised Edition.
San Diego State Univ., Calif. School of Education.
Pub Date-77
Note-8p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Answer Keys, *Attitude Measures, *Sex Role, *Test Interpretation, Test Reliability, Test Validity
Identifiers-Attitudes Toward Sex Role Scale (Hawley)

The 35-item attitude scale was developed to test the hypothesis that male views of appropriate female behavior significantly influence the processes underlying females' career development. The rating scale is a Likert-type instrument and does not provide for a neutral response. The test is group administered, takes approximately 30 minutes, and is hand scored. Reliability of the revised version is .86 for female high school students and .93 for counselors (male and female). The construct validity is described, and a number of significant relationships between certain items and the 'difference'' score on the Bem Sex Role Inventory are pointed out. (MH)

ED 185 199 UD 020 468

Egginton, Everett

Ethnic Identification and Perception of Racial Harmony.

Pub Date-Apr 80
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1-11, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Busing, Cultural Pluralism, Culture Conflict, *Desegregation Effects, *Ethnicity, Minority Groups, Racial Attitudes, *Racial Relations, *School Desegregation, Secondary Education, *Student Attitudes, White Students
Identifiers-Kentucky (Louisville)

The primary objective of the court-mandated busing plan in Jefferson County (Kentucky) is to promote racially integrated schools and classrooms. The numerous protests since 1975 in Louisville over court-mandated busing are evidence of a low level of intercultural understanding and tolerance. This paper seeks to probe a source of the misunderstanding and intolerance by examining the way white students and minority students who have been brought together through court-ordered busing perceive racial tension and harmony. A sample of 464 white and minority busing-integrated middle and high school students were interviewed. The analysis of their responses revealed that white students perceive somewhat more tension in their integrated classrooms than do minority students, yet minority students are willing to accept less racial harmony than are the white students. A suggestion advanced is that more research be conducted into the attitudinal dispositions of white and minority students in integrated schools so as to more fully understand the sources of racial tension. (Author)

ED 184 877 SE 030 547

Hofstein, Avi Giddings, Geoffrey

Trends in the Assessment of Laboratory Performance in High School Science Instruction. Technical Report No. 20.

Iowa Univ., Iowa City. Science Education Center.
Pub Date-Feb 80
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Educational Research, Evaluation Methods, *Laboratory Experiments, Science Education, Science Laboratories, *Scientific Principles, Secondary Education, *Secondary School Science, *Student Evaluation

Presented is a review of three methods for evaluating the effects of laboratory work in high school science instruction. The report focuses specifically on evaluating student performance, what aspects are to be evaluated, and how to evaluate. A table is given of some of the limitations and benefits of each of the assessment procedures. The authors list several recommendations for use of the different types of assessments. (SA)

ED 184 902 SE 030 709

Blosser, Patricia E., Ed.

ERIC Clearinghouse for Science, Mathematics and Environmental Education, Information Bulletins, Spring 1979, Summer 1979, Autumn 1979, Winter 1979.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date-79

Note-32p.

Pub Type- Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bulletins, *Clearinghouses, Environmental Education, Information Dissemination, Information Services, *Literature Reviews, *Mathematics Education, *Science Education

Identifiers-*Energy Education

Described are the four information bulletins produced by the ERIC Clearinghouse for Science, Mathematics and Environmental Education for the calendar year of 1979. The Spring 1979 issue contains a summary of the review of the literature in science education published from 1955-1975 as part of a project funded by the National Science Foundation. The Summer 1979 issue contains a summary of the mathematics education portion of this same literature review as well as announcements of recent publications produced by ERIC/SMEAC. The Autumn 1979 issue focuses on energy issues and contains a report of the National Assessment study of energy knowledge and attitudes as well as a report of a survey of energy consumption in the nation's schools which was completed by the American Association of School Administrators. This issue also contains some announcements of recent ERIC/SMEAC publications in environmental education. The Winter 1979 issue consists of representative abstracts from Resources in Education'' related to topics of current interest: science and the handicapped, safety, careers for women in science, calculators, math anxiety, mathematics assessment, energy education, and environmental education. (PB)

ED 184 940 SO 012 461

Newland, Kathleen

Global Employment and Economic Justice: The Policy Challenge. Worldwatch Paper 28.

Worldwatch Inst., Washington, D.C.
Spons Agency-Rockefeller Foundation, New York, N.Y.
Pub Date-Apr 79
Note-47p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00, quantity discounts available)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Developed Nations, *Developing Nations, Economic Development, *Economic Factors, *Employment Opportunities, *Employment Projections, Foreign Policy, Futures (of Society), *Global Approach, Government Role, Policy Formation, Population Growth, Poverty

Employment potential in developed and developing nations is analyzed from an economic viewpoint. Estimates by the International Labor Office are that the global labor force will grow by about 900 million people

from 1980 to 2000. It is projected that these 900 million people will join the current labor force including approximately 50 million unemployed and about 300 million underemployed. Accurate measures of employment are difficult because different countries count employment in different ways and often employ statistics of poor quality. The employment problems of poor countries center of low productivity and low earnings both problems related to lack of technological advancement. In industrial nations, on the other hand, employment problems are exemplified by accelerating wage costs, inflation, and unit labor costs which are too high to compete with production from developing nations. To deal with these employment problems, policy makers must tailor economic strategies to meet specific needs. For example, policy makers in industrial nations might stress adjusting to long term trends such as slower growth, slowing the inflation rate, and targeting more funds to employment programs. In developing nations, policies should emphasize productivity, capital investment in labor-intensive industries, and massive agricultural aid. (DB)

ED 185 095 TM 800 096

Hall, Melvin E.

Portrayal as a Way of Addressing Problems in Communicating Evaluation Findings.

Pub Date-Apr 79

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Collection, *Evaluation Methods, Evaluators, *Program Descriptions, *Program Evaluation, Research Reports, Research Utilization, Technical Writing

Identifiers-Holistic Approach, *Portrayal (Reporting Method)

Program portrayal is one way of addressing the need for increased descriptive capability in evaluation research. Portrayal supplements traditional reporting by utilizing subjective, anecdotal, or impressionistic information, in an appropriately communicable form, to enrich the description of program transactions, settings, and outcomes. It is distinguished by a sensitivity to unusual effects and atypical results and is primarily concerned with program transactions. Portrayal is more than description; it is expected to be dynamic, creating a new reality or surrogate experience which allows audiences to obtain exposure to and understanding of program transactions. In this paper, excerpts from recent examples of program portrayals are used to illustrate the characteristics of this technique: participation of the evaluator; expectations; unobtrusive design; use of contextural description to stimulate reflection, empathy, and understanding; and attention to action, chronology, and stage setting. The implications of portrayal as a personal reporting style are also discussed. (BW)

ED 185 136 UD 020 195

Harrison, Algea Othella

Analysis of Folk Tales for Prosocial Behavior among Slaves: Exploration of a Methodology.

Pub Date- 77
Note-7p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Black Culture, Black Literature, *Content Analysis, *Egocentrism, *Folk Culture, *Prosocial Behavior, *Research Methodology, Slavery

The purpose of this paper is to discuss some of the methodological problems in using a content analysis of slave folk tales as a source for incidences of prosocial behaviors. Forty tales taken from four collections of black folktales will be included in this study. The categories for scoring prosocial behavior include cooperativeness, altruism, and generosity. The folktales will be scored by two judges working independently. The scoring system involves identifying and categorizing the theme and deciding whether the outcome was positive or negative. Categories for scoring are cooperativeness, altruism and generosity. The folktales will also be scored for the antithesis of prosocial behavior, egotistic behavior. The experimental hypothesis to be tested in future research is that there is a significant difference in the outcome of prosocial behavior and egotism. A preliminary analysis of three folk tales supports this hypothesis. (Author/RLV)

ED 185 220 UD 020 526

Nordin, Virginia Davis
Legal Issues in Urban Education.
Pub Date-Dec 79
Note-26p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Civil Rights, *Court Litigation, Court Role, *Due Process, Elementary Secondary Education, Equal Facilities, Federal Courts, *Federal Regulation, Government School Relationship, State Courts, State Legislation, *Student Rights, *Urban Schools
Identifiers-Fourteenth Amendment, *Supreme Court

Major legal issues confront urban schools today, among them: (1) equal access of racial groups to quality education; (2) students' rights to due process; (3) teachers' rights to due process, academic freedom, collective bargaining, and promotion to administrative positions; (4) equal opportunity for those needing special education; (5) equal opportunity for females; and (6) equal opportunity to share the public's education dollar. A number of legal directives are demanding response from urban school districts. These directives come from Supreme Court decisions, federal funding and administrative regulations, and State court decisions, administrative regulations, and legislation. Often, however, urban educators concerned with desegregation and equal opportunity think first of the Supreme Court. The Court has made major decisions on financing, teachers' rights, sick leave for pregnancy, students' rights, and desegregation. The Court has not yet addressed the issue of athletics for girls. Urban educators should take advantage of the opportunities to reform and redirect education provided by the courts in their recent decisions. (Author/MK)

ED 184 878 SE 030 550

Armstrong, Jane M.

Achievement and Participation of Women in Mathematics: An Overview. Report of a Two-Year Study.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report NO.-NAEP-10-MA-00
Pub Date-Mar 80
Grant-NIE-G-77-0061
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Career Planning, Elective Courses, Females, Parent Influence, *Research, Secondary Education, *Secondary School Mathematics, *Sex Differences, Sex Role, Sex Stereotypes, Student Attitudes, *Womens Education
Identifiers-*Mathematics Education Research

The purpose of this study was to identify the most important factors related to the problem of women's participation in mathematics and to determine the relative importance of the factors to guide future research and intervention efforts. The vehicle for this study was a national survey of 1,452 13-year-olds and 1,788 high school seniors. The data collection centered upon achievement in mathematics, participation in mathematics, sex-role stereotyping, career and academic plans, the student's attitude toward mathematics, parental influence and the influence of significant other people in the student's life. Correlation and regression analyses were performed on the survey data to identify those factors which most affect participation and achievement in mathematics. The results of the study indicate that 13-year-old females start their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. The results also indicate that certain groups of variables open to intervention strategies are related to participation and that these variables predict participation. At the conclusion of this report, strategies are suggested which may increase mathematics participation in school programs. (Author/MK)

ED 185 002 SP 015 677

Redwine, Judith A.

Planning Professional Growth Together.

Pub Date-78
Note-15p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Evaluation Methods, *Goal Orientation, *Objectives, *Professional Development, Program Development, Teacher Behavior, *Teacher Evaluation, *Teacher Improvement

An alternative to traditional teacher evaluation is offered through the development of an objectives-oriented growth plan for classroom teachers. Responsibility for establishing the growth plan is placed with the individual teacher, who is required to specify personal goals and objectives, and to design, carry out, and evaluate the program annually. This manual provides an outline for the use of the teacher in the implementation of this type of improvement program. Sample goals and objectives are proposed for consideration and a format is provided for developing realistic sets of objectives and for evaluating personal and professional progress. (JD)

ED 185 053 TM 009 719

Haney, Walt

A Review of Publications on Testing for Parents and the Public. National Consortium on Testing Staff Circular No. 5.

Huron Inst., Cambridge, Mass.
Pub Date-Apr 79
Note-36p.
Available from-National Consortium on Testing, P.O. Box 9521, Arlington, VA 22209 (Staff Circular #5, $3.00)
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consumer Protection, *Educational Testing, Elementary Secondary Education, *Guides, Information Sources, *Intelligence Tests, Parent Responsibility, Parents, Social Attitudes, *Standardized Tests, *Testing Problems, *Test Interpretation, Test Results

Three do-it-yourself intelligence test handbooks, five mini-textbooks, and five consumer protection guides are reviewed. Each type of publication reflects different social ideologies and communicates favorable, cautiously neutral, or critical messages, respectively, about testing. Psychologists Jules Leopold, Martin Lutterjohan, and Victor Serebriakoff describe their own intelligence tests in the do-it-yourself books. All share the premise that parents can test and raise their childrens' intelligence quotients. This premise violates professional standards advocating administration of such tests by qualified personnel. The authors, furthermore, do not fully explain the development, rationale and validation of their tests. The mini-textbooks, by the Educational Records Bureau, U.S. Office of Education, National School Public Relations Association, Association of American Publishers and Harcourt Brace Jovanovich, stress that standardized testing is important, but are vague as to why. There are no sample items in the mini-textbooks. The consumer protection guides stress that schools do not adequately explain test results to parents, who should have access to test content, in order for them to judge or to challenge tests. The most ambitious consumer guide is Charlotte Ryan's The Testing Maze.'', published by the National Parents Teachers Association. (CP)

ED 185 116 TM 800 140

Serlin, Ronald C. Levin, Joel R.

Coding for Direct Interpretation in Multiple Regression Analysis.

Pub Date-Apr 80
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Covariance, *Analysis of Variance, Aptitude Treatment Interaction, Mathematical Formulas, Mathematical Models, *Multiple Regression Analysis, *Predictor Variables, Statistical Significance
Identifiers-Dummy Variables, Regression Analysis

A general procedure is presented for generating code values for a qualitative variable in multiple linear regression analyses that result in directly interpretable estimates of interest. The basic approach, in viewing ANOVA as a multiple regression problem, is to derive quantitative code values for the various levels of the qualitative ANOVA factors. The effect of different coding schemes is illustrated by a simple two-group problem. These notions are then extended, with accompanying directions for code value choices, to the K-group ANOVA problem, the analysis of covariance, and the aptitude-by-treatment interaction (ATI) situation. The ANCOVA model differs from the ANOVA model only in that one or more quantitative covariates are added to the regression equation. In ATI studies the estimated parameters may be directly interpreted as differences in slope values between groups by using these methods. (Author/CTM)

ED 185 159 UD 020 353

Schwartz, Judah L.

What Do We Know About Teaching and Learning in Urban Schools? Volume 3: Assessment that Respects Complexity in Individuals and Programs.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-71p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, *Change, Change Strategies, Culture Fair Tests, Educational Assessment, Elementary Education, Institutional Evaluation, Program Evaluation, *Psychometrics, *Testing Problems, *Tests, Test Validity, *Urban Education
Identifiers-*Project TORQUE

Educational assessment tools are used for accountability; selection and licensure, and to measure the effects of instruction for student diagnosis and treatment. Psychometric instruments currently in use are flawed in two ways: they attempt to rank people on fundamentally multidimensional traits, and the problem of the validity of these instruments has never been resolved. Urban minority children have been particularly ill-served by the traditional paradigm of psychometric testing. The need for better assessment techniques is urgent. Project TORQUE was initiated as a model of alternative assessment. The goal was to design criterion referenced tests of mathematical competence that are mathematically correct, culturally fair, easily administered, and diagnostically informative. Evidence of the validity of TORQUE instruments is derived from consistency of performance between test and validation exercises for each subskill. TORQUE materials are enjoyable and pleasing for students and provide teachers with useful diagnostic guidelines. Alternative assessment techniques like TORQUE can dramatically expand the nature of what is known about a child's intellectual growth. Further research is needed to answer questions about assessment outside the mathematics realm and for purposes other than diagnosis and treatment. Educators can immediately alleviate some problems of assessment by making public all tests following administration and by forming groups to set specific goals for children, classes, and schools. (Author/MK)

ED 185 179 UD 020 405

DiCanio, Margaret Johnson, Gordon

The Sex Assumption in Task Allocation.

Pub Date- 73
Note-29p.; Not available in paper copy due to broken print
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Family (Sociological Unit), *Job Performance, Political Influences, Questionnaires, *Sex Role, *Sex Stereotypes

A questionnaire dealing with sex role related household task performance was administered to 284 individuals who were randomly selected from the Memphis (Tennessee) City Directory. The questionnaire was designed to explore both attitudes regarding who should'' carry out 29 different household tasks, and who actually carried out each task in the households of the individuals interviewed. The worker categories included: woman, man, either sex, shared by both sexes, boy, girl, and all. Data were also collected on race, church affiliation, education and, in some cases, income. Sixty-three percent of the respondents were black and 37 percent were white. The results confirm that assumptions made by sociologists about sex roles are essentially valid: twenty out of 29 tasks have a modal response that assigns the task to one sex or another. There is some indication, however, that the women's movement has caused changed in sex role expectations, with both a smaller proportion of tasks being performed by only women (40 percent, as opposed to a 1968 estimate of 75-85 percent), and a significant proportion of tasks being shared by both sexes or all family members. (GC)

ED 184 959 SO 012 501

Davies, Don

Good Things Can Happen: Citizen Involvement in Schools.

New England Teacher Corps Network, Portsmouth, N.H.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-8 Feb 80
Contract-300-78-0324
Note-15p.; Paper presented at the Citizen Involvement in Schools Conference (February 8, 1980).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Citizen Participation, Citizen Role, Citizenship Responsibility, *Community Cooperation, Cooperative Planning, *Educational Planning, Educational Policy, Elementary Secondary Education, *Organizational Effectiveness, *Parent Participation, Parent Responsibility, Parent Role

Examples of effective parent and citizen involvement in schools throughout the United States are cited. Actions include a ruling in Boston that parent groups have a right to monitor classrooms in that city; a new collective bargaining law which provides open access to information about the agenda and content of collective bargaining; and the creation of an Office of Parent Involvement in the new Department of Education. Also, several research studies indicate that parent and citizen involvement have beneficial effects. Several states have taken initiatives to foster citizen participation through mandating local advisory councils at the school building level. Community development programs have enlisted strong grass roots support to work on local problems. Many schools have initiated collaborative decision-making sessions which bring together educators, administrators, teachers, and parents. Citizens have also organized to reverse public policy they find damaging to their interest. Finally, community education programs have moved beyond adult education and recreation to becoming actively involved in community problems. (KC)

ED 184 978 SO 012 525

Koiva, Enn O., Ed.

Using Estonian/American Based Culture Models for Multicultural Studies. An Innovative Approach to Studying the Multi-cultural, Multi-ethnic Experience.

Connecticut Estonian Society, Inc., Andover.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-79

Note-172p.; For a related document, see SO 012 524. Some photographs were removed due to poor reproducibility of original document; others may not reproduce clearly from EDRS in paper copy.

Available from-Estonian/American Culture Models, RFD 1, Andover, CT 06232 ($5.00 paperbound)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Cultural Activities, *Cultural Awareness, Curriculum Guides, Educational Objectives, Ethnic Groups, *Ethnic Studies, Learning Activities, *Models, *Multicultural Education, Secondary Education, Social Studies, Teaching Methods

Identifiers-Estonian Americans, Ethnic Heritage Studies Program Act, USSR (Estonia)

The document presents curriculum guidelines to help high school social studies classroom teachers develop and implement multi-cultural studies programs. Material is based on acculturation and assimilation experiences of Estonian/Americans. The Estonian/American group was used as the base group in the study of the peoples of America through the Culture Models method because it is a recently arrived group currently involved in the acculturation process. Other reasons for using this group are that interesting comparisons can be made with the Estonians under Soviet domination, and that Estonian culture is particularly rich in issues relevant to contemporary students. Information is organized around seven major topics identifying Estonia and Estonians, Estonian history, Estonians in America, the Estonian community in Connecticut, literary expression, folk culture, and current and future prospects of Estonians and Estonian Americans. For each topic, information is presented on background, vocabulary, ideas to consider, and activities. Activities involve students in reading assignments, discussing suggested questions, role playing, working with maps and globes, analyzing Estonian poetry and literary selections, and learning some Estonian songs and folk dances. Suggestions are included on how to use the curriculum materials, objectives, plan of study for a seven-week unit, glossary of terms, chronology of Estonian history, and additional resources. (DB)

ED 185 027 SP 015 811

Materials on Technical Resources and Program Evaluation. Teacher Corps Task Forces Document II. Developmental Training Activities.

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Dec 77
Contract-300-76-0156
Note-245p.
Pub Type- Guides - Classroom - Learner (051) - Reports - Evaluative (142)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Change Agents, Delivery Systems, Educational Improvement, *Educational Resources, *Evaluation Criteria, Information Dissemination, Needs Assessment, Problem Solving, Program Development, *Program Evaluation, *Research Utilization, *Resource Materials

This report by a National Task Force of the Teacher Corps provides charts, tables, and analysis of two distinct facets of previous analysis of the work of the Teacher Corps. The first is a detailed consideration of the availability and use of technical resources. Included are considerations of the purposes for providing technical resources; methods of identifying, analyzing, and setting priorities on necessary resources; and recommendations on organizational structure for delivery of resources. The second issue discussed was program evaluation. The components, purposes, and design of program evaluation are set forth, and a framework for effective evaluation is presented. Discussion is offered on governance as well as on collaborative mechanisms, rationale, and characteristics of a proposed evaluation design. (JD)

ED 185 074 TM 800 062

Washington Pre-College Test. Registration Booklet, 1979 Edition. Counselor's Guide and Technical Summary, 1979-80. Student Guide, 1979.

Washington Pre-College Testing Program, Seattle.
Pub Date-79
Note-83p.; Some parts marginally legible.
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Records, *Aptitude Tests, *Biographical Inventories, Career Counseling, College Choice, *College Entrance Examinations, College School Cooperation, Higher Education, High Schools, *Interest Inventories, State Programs, Testing Programs, Test Interpretation, *Test Results, Vocational Interests
Identifiers-Test Manuals, Washington, *Washington Precollege Testing Program

Three sections describing the Washington Pre-College Test (WPC) are presented. The first, Registration Booklet, is intended for high school students who may take the WPC. It describes the program; provides detailed instructions on completing the answer folder; lists colleges in Washington, Oregon, and Idaho which accept WPC results; and includes several registration items. These are: the Vocational Interest Inventory, background information items, and choice of college major or occupation. Sixteen sample achievement/ability test items are also presented. Section Two provides technical information for high school and college counselors. Each of the WPC components is described, and uses of the test for career planning are suggested. Over 50 bibliographic references are appended. The third section provides norms for students taking the academic subtests (English usage, spelling, reading comprehension, vocabulary, applied mathematics, mathematics achievement, spatial ability, mechanical reasoning, verbal composite, and quantitative composite) and the eight-category vocational inventory. Directions are presented to help the student examine career values, and to plan the amount of schooling required for a particular career. Extensive tables show which Washington community and four-year colleges offer various programs of study. (GDC)

ED 185 137 UD 020 196

Slaughter, Diana T.

A Longitudinal Assessment of the Psychometric Intelligence of Black Infants, Ages 22 to 41 Months.

Pub Date- 78

Note-20p.; For related documents see UD 020 192-209 and ED 181 100

Available from-Not available separately; See UD 020 192

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Blacks, *Child Development, Child Rearing, Cognitive Measurement, *Intervention, Low Income Groups, *Mother Attitudes, Mothers, Parent Child Relationship, Parent Education, Parent Role, Preschool Education, Psychometrics

This study attempts to replicate two early childhood education programs for parents of young children in order to study the process of social intervention in black lower-class families. The paper presents the infant testing results of a study which used a longitudinal multivariate, multimethod approach to the study of mothers and children who participated in a parent education program designed to enhance early childhood development. Mothers participated in either one of two programs: (1) Levenstein's Toy Demonstration Program; or (2) Mother's Discussion Group Program; or in a control group which received the prescribed toys but did not participate in home visits by a toy demonstrator or in group discussions. Infants were given various tests over the 19 month period. It was found that patterns of maternal childrearing attitudes do vary in predictable ways with program participation. The results presented are in support of the model which emphasizes the role of the parent as a teacher in the child's early life. Advances made by children were correspondingly paralleled by predictable patterns of maternal childrearing attitudes and observable teaching behaviors. (Author/RLV)

ED 185 200 UD 020 469

Gaines, Victor Pryor

Career Counseling as Experienced by Practicing Black Ophthalmologists.

Pub Date-77
Note-70p.; Independent Study, Kentucky University; Not available in paper copy due to author's restriction
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, *Black Students, *Career Choice, *Career Counseling, Career Guidance, Faculty Advisers, Higher Education, Medical Schools, *Ophthalmology, *Physicians, Post High School Guidance, Secondary Education

This study was an effort to understand the phenomenal dearth of black physicians in the United States, particularly in the specialty of ophthalmology, and to determine to what extent practicing ophthalmologists had had exposure to professional career counseling. A questionnaire was sent to a random sample of black ophthalmologists to acquire demographic, geographic, and socioeconomic data; data on institutional characteristics regarding ethnic composition; level of counseling interaction; and variables in specialty choice. Findings indicated that a majority of respondents were born and reared in Southern households headed by a professional and attended black schools where counseling per se did not exist. Parents and black teachers provided all guidance. Colleges and universities were also found to be lacking counseling services and faculty served as motivating agents. Medical schools also appeared to provide inadequate counseling for black students. It is recommended that counseling services for blacks be increased at all educational levels, that black secondary students be placed in college preparatory programs, and that faculty members be added to counselor education programs. In addition, medical schools need to commit themselves to upgrading their services to blacks. Finally, additional studies should be done to ascertain other variables which continue to preclude any appreciable gains in the number of practicing black physicians. (Author/MK)

Developmental Skills for Personal and Social Responsibilities.
Michigan State Board of Education, Lansing.; Michigan State Dept. of Education, Lansing.

Pub Date-Jun 79
Note-15p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, Affective Objectives, Behavior Patterns, Elementary Secondary Education, *Individual Development, *Interpersonal Competence, *Skill Development, *Social Responsibility, Student Motivation

The document outlines ideal behaviors which students in grades one through nine should exhibit to indicate that they are progressing toward success in academic work, fulfillment at work and home, and participation in a pluralist society. The objective is to help parents and classroom teachers identify behaviors and interpret them as indicators of developmental skills for student personal and social responsibility. The document is presented in three parts. Part I identifies personal understandings and skills including personal feelings, exploring new activities, and making decisions. Specific competencies include pursuing individual interests, expressing opinions, using socially acceptable ways to express frustration, and identifying alternative solutions to problems. Part II presents interpersonal understandings and skills including recognizing the worth, rights, attitudes, and feelings of others; communicating with others; and accepting individual diversity. Specific competencies include being attentive while conversing, and focusing on the strengths of others. Part III outlines skills for social understanding including obeying school rules, recognizing student/citizen responsibilities, cooperating in task and social groups, and recognizing family rules and responsibilities. Examples include taking turns, using socially acceptable language, respecting other people's opinions, and helping family members. (DB)

ED 184 941 SO 012 463

Bleedorn, Berenice D.

A Metro Network for Educational Futures: State of the Process.

Pub Date-79

Note-14p.; Paper presented at Conference of the Education Division of the World Future Society (2nd, Minneapolis, MN, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Descriptions, *Curriculum Development, *Futures (of Society), Higher Education, Interdisciplinary Approach, *Problem Solving, Social Studies, *Student Participation, Teacher Developed Materials

This paper presents a history and description of an introductory college level survey course on the future. The objective of the course is to help students recognize the importance of considering the future in every category of learning. A new futures study curriculum at Metropolitan State University, St. Paul, Minnesota, was introduced in 1975. Initial steps included developing a course outline, convincing university officials that a future study course was necessary and desirable, and circulating brochures announcing the course to the public. Course design stressed involvement of guest lectures; discussions led by local volunteers; participation by the teacher as facilitator rather than a depository of knowledge; and extensive use of a wide variety of teaching methods involving reading material, films, field trips, and projects. Topics covered in the course since 1975 include Techno-Futures and the Individual;'' Implications of Religious Messages;'' Transportation: Present and Future;'' Legal Utopias in a Changing World;'' Educational Futures; Sharing Global Resources;'' Genetic Engineering and the Future;'' and Communication Media of the Future.'' Feedback from students was encouraged and course topics and activities were tailored to student interests. Expectations of course developers are that the course will continue to evolve and attract a wide variety of students. (DB)

Rothstein, Anne L., Ed. Thomas, Jerry R., Ed.

Completed Research in Health, Physical Education and Recreation including International Sources. Volume 21, 1979 Edition Covering Research Completed in 1978.

Spons Agency-American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Pub Date-79
Note-331p.
Available from-American Alliance for Health, Physical Education, Recreation and Dance, 1201 Sixteenth Street, N.W., Washington, DC 20036 ($8.25).
Pub Type- Reference Materials - Bibliographies (131) - Dissertations/Theses - Doctoral Dissertations (041) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Dance, Doctoral Dissertations, *Health, Masters Theses, *Physical Education, *Recreation, *Research

This compilation of research completed in the areas of health, physical education, recreation, and dance during 1978 is divided into three sections. The first section is an index. Cross references are given for all the listings in the following two sections. References are arranged under subject headings, which are in alphabetical order. Section Two, a bibliography, is a listing of published research which cites articles published in the 166 periodicals reviewed by the publication. Section Three of the volume consists of masters and doctoral theses from institutions granting graduate degrees in the fields treated by the volume. Institutions are listed by state in alphabetical order. Most references are accompanied by abstracts of the research. All are presented in alaphabetical order according to the institution. The name of the institutional representative providing each abstract is indicated in parentheses after the name of the institution; major professors are cited in parentheses after each reference. (Author/LH)

Cook, Ann And Others

Standardized Reading Tests: What Does That Score Mean.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date- 79
Note-20p.; For related document, see TM 800 099.
Available from-North Dakota Study Group on Evaluation, Center for Teaching and Learning, University of North Dakota, Grand Forks, ND 58202 ($0.50 ea., 10 or more $0.40 ea.)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Grade Equivalent Scores, Norm Referenced Tests, Parent School Relationship, *Reading Tests, *Scores, Standardized Tests, *Testing Problems, *Test Interpretation, Test Results

Organized as a question-and-answer booklet, this parents' guide explains scores on standardized reading achievement tests. Examples illustrate the meaning of certain grade equivalent scores. The grade equivalent method is described as a poor way to report scores; raw scores, percentiles, and stanine ranges are discussed as alternatives. The analysis of raw score data to create a norm-referenced test is explained, and it is stressed that approximately half of the students tested always score below their grade level. Tests are characterized as devices used to rank children, teachers, and schools; if tests are used to determine eligibility for high school graduation, a certain percentage of students will never pass the requirement. It is recommended that parents understand the consequences of their children's test results. It is also stated that there is no sense keeping a child who is not reading at grade level from advancing to the next grade, because half of the children tested did not score at grade level. Demands which parents might make to school officials include insisting that grade equivalents be abolished; scores be recorded as a reflection of group comparisons; and tests and testing be stripped of their mystery. (GDC)

ED 185 180 UD 020 407

Smith, Eliot R. Kluegel, James R.

Causal Attributions Outside the Laboratory: Explaining Poverty.

Pub Date-2 Jan 79
Note-15p.; Paper prepared for the American Sociological Association Session on Attribution, Cognitive, and Related Processes.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Attitude Measures, *Attitudes, *Attribution Theory, Political Attitudes, *Poverty, *Research Methodology, *Social Problems, Socioeconomic Influences

One hundred and seventy five adults were surveyed to collect data on attributes and attitudes related to poverty. The authors attempted to evaluate attributions outside a laboratory setting in order to collect data applicable to real-world settings, taking into consideration the complexities of modern society. The study was concerned with the relationship between abstract attribution processes and the meaningful real issues of social inequality. Two issues were considered: the determinants of attributions regarding inequality, and the role attributions play in mediating politically relevant attitudes. Factor analysis of responses revealed that attributions are largely determined by perceptions and other attitudes rather than by social position. Some ego-defensive attributions were also relevant. Attributions were found to have important consequences for politically relevant attitudes and policy preferences. The authors conclude that while laboratory derived theories of attribution are applicable to real world settings, they must be supplemented by broader-based studies. (Author/MK)

ED 185 221 UD 020 527

Grant, Carl A.

Education That Is Multicultural for Urban Schools: Rationale and Recommendation.

Pub Date-Dec 79

Note-49p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).

Available from-Not available separately; See UD 020 524

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Change Strategies, Community Cooperation, *Community Coordination, Cultural Pluralism, *Educational Improvement, Elementary Secondary Education, *Multicultural Education, School Desegregation, School Role, *Urban Education, Urban Improvement, Urban Problems

Diverse school populations, desegregation and integration, minority-majority group splits, institutional racism, and the singularity of school norms are significant factors which affect respect for individual differences within urban schools. These facts illustrate the need for adoption of education that is multicultural to effect systematic change within the schools. Essential to this concept is a thorough understanding of the dyanamics of the school as a social system and careful use of planned change strategies for both inservice education and total school change. Equally important is the realization of the problems of the cities and the difficulties educators will encounter as they attempt to make substantive rather than cosmetic changes in schools. By using resistant elements constructively and by working cooperatively with all members of the school community, educators can enhance current plans for integration and initial attempts to make education multicultural, assuring that the time and effort already spent are worthwhile. Last, but perhaps most important, is the realization that the school can provide a vital link between the promises and problems of the urban environment. Multicultural education, whereby people learn to understand and respect each other, holds the hope for revitalizing our cities. (Author/MK)

ED 184 903 SO 011 867

Singleton, John

Schooling after Childhood: The Schooling Rituals of Anthropologists.

Pub Date-Nov 78
Note-10p.; Paper prepared for Symposium on the Anthropology of Anthropology at Annual Meeting of the American Anthropological Association (Los Angeles, CA, November 14-18, 1978). Not available from EDRS in paper copy due to poor reproducibility of original document.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, *Educational Needs, *Educational Practices, Evaluation Methods, *Graduate Students, *Graduate Study, Higher Education, Play, Professional Training, Research Needs, Student Recruitment, Teaching Methods

The paper explores the social and cultural processes in the schooling rituals of graduate students in anthropology. Four areas of concern are noted. The first area concerns rites of passage and professional competence. The author explains that the period of graduate professional schooling represents the second stage of a rite of passage after one has been separated from the crowd (admitted to graduate study) and before the time of incorporation into the new social identity of an anthropologist. The problems inherent in this area are that the models of ritual initiation and institutionalized ordeals (testing and evaluation procedures) do not simulate or stimulate the competencies needed by a creative professional. The second area involves socialization to bureaucratic dependency. Presently, the goal of most anthropology departments is to turn out initiates who will succeed in the fierce competition for prestigious university appointments; applied jobs are for those who don't capture an academic slot. The third area is the contradiction between deductive teaching methods and the need for the anthropologist to conduct inductive research. The recruitment of inexperenced graduate students reinforces the tendency to teach didactically. The author suggests recruiting people with previous cross-cultural experience and with some history of an ability to survive on their own. The final area concerns the need for playfulness as a strategy for the initiation and continuing education of the anthropologist. The conclusion is that playfulness can be a productive intellectual tool. (Author/KC)

ED 185 028 SP 015 812

Bryant, Brenda And Others
Engaging in the Study of Organizations. A Temporary Systems Approach to the Description and Analysis of Teacher Corps' Pilot Trainer Workshops.
Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Feb 78
Contract-300-77-0156
Note-372p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Communication (Thought Transfer), *Educational Research, Governance, *Inservice Teacher Education, Institutional Cooperation, *Organizational Development, *Organizational Effectiveness, *Organizations (Groups), Program Development, *Systems Approach, Teacher Role, Teacher Workshops
Identifiers-*Teacher Corps

This report is a description and analysis of Teacher Corps' Pilot Trainer Workshops (PTW) conducted in July, 1977. The volume serves two purposes: First, it provides descriptive information to those parties who may be involved in the delivery of programs similar to the Teacher Corps project, as well as providing specific recommendations regarding strategies for program design and implementation. Second, questions are raised and general suggestions are provided for persons responsible for policy decisions regardng Teacher Corps' approach to providing training for education practitioners. The Teacher Corps' project is based on the principle that the study of organizational theory is critical to the effective performance of professional educators, an attitude reflected in the content of this report. (Author/LH)

ED 185 054 TM 009 985

Lee, Wan-Fung Bulcock, Jeffrey Wilson

Model Estimation Using Ridge Regression with the Variance Normalization Criterion. Interim Report No. 2. The Education and Inequality in Canada Project.

Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
Pub Date-Feb 79
Grant-S76-0645
Note-110p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Longitudinal Studies, Multivariate Analysis, *Path Analysis, Predictor Variables, Sampling, Statistical Significance
Identifiers-*Multicollinearity, *Ridge Regression Analysis

The purposes of this study are: (1) to demonstrate the superiority of simple ridge regression over ordinary least squares regression through theoretical argument and empirical example; (2) to modify ridge regression through use of the variance normalization criterion; and (3) to demonstrate the superiority of simple ridge regression based on the variance normalization criterion over those ridge regression estimates based on minimum mean square errors. A theoretical discussion and an empirical study constitute efforts to fulfill these purposes. The discussion of the properties of ridge regression demonstrates that in ridge regression the total variance of the estimated regression coefficients is greatly reduced by the introduction of a small bias in the estimates, but ridge regression based on the minimum mean square error criterion has four limitations. From this analysis a unifunctional'' ridge regression procedure is developed solely to normalize'' the variance inflated by the multicollinearity problem. The criterion, called the variance normalization criterion, avoids three of the four limitations. This study is not to be interpreted as implying that ridge regression is a solution to the multicollinearity problem; it is just a procedure of last resort for reducing the ill-effects of the problem. (Author/CTM)

ED 185 117 TM 800 151

Steele, Maryann E.

Effects on Predictive Ability of the Linear versus Location Models in Discriminant Analysis.

Pub Date-Oct 79

Note-28p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Orlando, FL, October 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Freshmen, *Discriminant Analysis, Dropouts, Higher Education, Mathematical Models, Nonparametric Statistics, *Predictive Measurement, Predictor Variables, Research Design

Identifiers-Binary Variables, Fisher Discriminant Function, Mahalonobis Distance Function

The Mahalanobis distance model was compared with the linear discriminant function model and found to provide very similar results, even when a number of the variables were binary. A group of college freshmen were categorized into two groups: 116 leavers,'' students who did not return for the second year, and 269 returners.'' Data from the questionnaire Survey of Entering Freshmen was used for the predictor variables, including 34 continuous variables and 7 binary variables, including sex. Regardless of whether 7, 5, 3, or no binary variables were included, the two procedures give identical results. However, when the sample was divided into four groups, using sex as another category, minor differences in results from the two methods did appear. Adding the binary variables to the predictor variables always increased the effectiveness of the analysis, even though they violated the assumption of linearity. (Author/CTM)

ED 184 879 SE 030 551

Downs, Gary E.
Affective Domain Measuring Scale (ADMS).
Pub Date- 80
Note-10p.; Contains occasional light and broken type.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, Educational Research, *Measures (Individuals), *Science Education, Secondary Education, Secondary School Science, *Secondary School Students, *Test Construction, Testing, Test Reliability, Validity
Identifiers-*Affective Domain

The development, validation, and reliability of the Affective Domain Measuring Scale are described. Values are presented with the techniques used in calculations. The scale is included with the scale value (the median or 50th percentile) for each item. (SA)

Schultz, Charles B. Waern, Yvonne

World Knowledge and the Recall and Comprehension of Text. Reports from the Department of Psychology, the University of Stockholm. Number 533.

Stockholm Univ. (Sweden). Dept. of Psychology.
Spons Agency-Swedish Council of Humanities and Social Sciences, Stockholm.
Pub Date-Oct 78
Note-16p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beliefs, Cognitive Measurement, *Correlation, Experimental Psychology, Higher Education, *Knowledge Level, Memory, Multiple Regression Analysis, *Reading Comprehension, *Recall (Psychology)

An experiment, which replicates an earlier study conducted in Sweden, was performed to study the effects of prior knowledge of relevant subject matter on reading comprehension and on memory. Fifty college students read one of two contrasting passages that presented two opposing points of view after they had recorded their beliefs about the subject discussed in the passages. These beliefs were analyzed for their truth value, their factual correctness, and the degree to which they effectively discriminated between the two points of view. Tests of comprehension and recall were administered. According to stepwise regression analysis, the discriminability of the subjects' beliefs contributed more to comprehension than recall of the texts or verbal ability. Analyses of the relationships between recall and comprehension produced inconsistent results. Errors of comprehension occurred more frequently because false statements about the text were accepted than because true statements were rejected. Differences between the specific aspects of world knowledge studied in this experiment and previous work with more general aspects were discussed. (Author/CTM)

ED 185 160 UD 020 354

Baker, Eva

What Do We Know About Teaching and Learning in Urban Schools? Volume 4: Achievement Tests in Urban Schools: New Numbers.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-67p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests, Elementary Secondary Education, *Standardized Tests, *State of the Art Reviews, Test Bias, Test Construction, *Testing Problems, Test Reviews, Test Selection, *Urban Schools

This paper reviews the research in the area of achievement tests. The findings indicate: (1) there is little evidence that educational decision makers use the large amount of test data collected; (2) a larger number of tests are being required of students for personal certification; (3) reasons for the lack of application of test results include lack of experience and training in test and test data uses, lack of clarity regarding alternative actions implied by test results, and confusion about utility and quality of data; (4) tests are used in ways that directly affect students, assist in school operations, and provide feedback to administrators; (5) controversy exists over the appropriate test type to use for various purposes; (6) estimates of test quality have not been high; (7) emphasis in test development is toward providing description rather than comparative information for student achievement; (8) research in test bias has not been integrated with newer views of test development; (9) teachers in low socioeconomic areas are less satisfied with achievement testing procedures than other teachers; and (10) the cost of testing is too high. Recommendations are made for research and educational personnel. Educators are encouraged to employ consulting firms to develop tailored tests, to educate school personnel and community members on testing and interpretation, and to attempt to limit the number of separate testing activities. (Author/MK)

Ziomek, Robert L. And Others

The Effects of Integration on the Social Class Structure of the Elementary Classroom.

Des Moines Public Schools, Iowa.
Pub Date-Apr 80
Note-32p.; Paper presented at the American Educational Research Association Annual Conference (Boston, MA, April, 1980). Tables may be marginally legible due to small print.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Desegregation, *Desegregation Effects, Elementary Education, Group Behavior, *Minority Groups, *Peer Relationship, *Racial Relations, *School Desegregation, Sociometric Techniques, Urban Schools, *Whites

The impact of a school desegregation plan on the social class structure of elementary classrooms (Grades 1-6) was studied within a large midwestern school system. Sociograms administered on a pre/post basis, over a two year period, to all classrooms with at least four minority students per room served as the data base. Initial analyses reveal separation on the basis of sex to be highly significant across all grade levels for all years. A stricter test of choice patterns was conducted by subsetting the data to those classrooms containing at least four minority students of the same sex. Results of this test did not confirm a relationship between segregative choice patterns and the percentage of minority students in a classroom; i.e., the higher the percentage of minority students in a classroom the more likely the segregative choices being made by students, was not evident. (Author)

ED 184 922 SO 012 437

Johansen, Robert C.

Salt II: Illusion and Reality. World Order Models Project. Working Paper Number Nine.

Institute for World Order, New York, N.Y.
Pub Date-79
Note-19p.
Available from-Institute for World Order, 777 United Nations Plaza, New York, NY 10017 ($1.50, quantity discounts available)
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conflict Resolution, *Disarmament, *Evaluation Criteria, Evaluative Thinking, Futures (of Society), *Global Approach, Peace, Problem Solving, *Productive Thinking, *Treaties, War, World Affairs, World Problems

The document discusses miscalculations by public officials, arms control experts, journalists, and the general public regarding the Strategic Arms Limitation Talks; assesses the Salt II treaty; and suggests criteria for appraising Salt II. The objective is to stimulate research, education, dialogue, and political action which will contribute to a movement for a just world order. It is suggested that miscalculations regarding Salt II stem from failure to conduct a comprehensive and rigorous evaluation in light of criteria which take future security needs into account. Six criteria are suggested the liklihood that Salt II will slow the arms buildup, lead toward renunciation of nuclear weapons, lead toward abandonment of the arms competition, increase public understanding of the causes of the arms buildup, stimulate more effective public pressure to achieve comprehensive arms reductions, and/or strengthen multilateral demilitarization procedures by international organizations. The conclusion is that if decision makers and other interested people apply these criteria to the Salt II treaty, they will concede that negotiation and ratification have facilitated mounting military expenditures and destructive capability without enhancing security. (Author/DB)

ED 184 960 SO 012 503

Cornbleth, Catherine
A Case Study of Old'' Versus New'' Curriculum Materials Use in Elementary Science and Social Studies.
Pub Date-Apr 80
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities, Classroom Research, Comparative Analysis, Conventional Instruction, *Curriculum Research, *Educational Change, Educational Research, Elementary Education, Grade 4, Grade 5, Instructional Innovation, *Science Curriculum, *Social Studies

Using a case study approach, this paper examines how science and social studies curriculum materials are used in the elementary classroom. The major questions of interest to the study are: What differences in curriculum materials use and classroom activity patterns are evident when old programs are replaced with new ones? To what extent do purportedly innovative, multimedia science and social studies curricula differ from their conventional textbook-oriented counterparts as both are actually used by pupils? Pupil activity and use of materials were observed in fourth and fifth grade classes. The cognitive, psychosocial, and perceptual motor dimensions of the materials were described utilizing the Annehurst Curriculum Classification System. Results indicated that the new science programs are more interactive and perhaps more challenging than the old program but still afford relatively little opportunity for physically and intellectually active pupil participation. With the new social studies materials, students used a greater variety of media and most often chose materials that provide an established interpretation of events. Overall, the findings of the study were not of the magnitude or in the direction intended by developers and advocates of the new curricula. In this instance, the introduction of new science and social studies programs appeared to have been more of a technical innovation than a substantive reform. (Author/RM)

Bragdon, Kathleen J. And Others

NTHEP Preliminary Report: The Hull Site. A Nineteenth Century Narragansett Homestead in Charlestown, Rhode Island.

Narraganset Tribal Education Project, Inc., Charleston, R.I.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-77
Note-36p.; For a related document, see SO 012 527. Appendices removed from original document due to poor reproducibility.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Culture, *American Indian Studies, *Archaeology, Ceramics, *Cultural Background, Cultural Education, *Field Experience Programs, Secondary Education, Summer Programs, United States History
Identifiers-Ethnic Heritage Studies Program Act, *Narragansett (Tribe), New England

The document describes a summer archaeological excavation experience undertaken by seven Narragansett Indian high school students as a continuation of the Narragansett Tribe Ethnic Heritage Program (SO 012 527). Directed by an archeologist, the students researched written records, interviewed older members of the Narragansett Tribe, and received instruction in archaeological techniques. Objectives were to determine the dates of occupation and the function of major features of the site, to recover artifacts which would explain the culture of Narragansett Indian families in the 19th century New England life. The report describes the Hull site and its ownership history and summarizes archival, excavation, and laboratory techniques. The major part of the document details the results of the excavation by area and excavation unit, including maps and drawings of the dig and special features and artifact descriptions. Results of a preliminary analysis of the findings indicate that further analysis will supplement and possibly challenge previous research on 19th century New England sites; in that the dimensions of the two principle features are unusual, the time lag reflected in the ceramics raises questions about the validity of the Mean Ceramic Data Formula, and there is little documentary evidence about Narragansett culture in the 19th century. (CK)

ED 185 097 TM 800 101

Weiten, Wayne

Relative Effectiveness of Single and Double Multiple-Choice Questions in Educational Measurement.

Pub Date- Sep 79
Note-13p.; Paper presented at the Annual Meetinq of the American Psychological Association (87th, New York, NY, September 1-5, 1979).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Difficulty Level, Higher Education, *Item Analysis, *Multiple Choice Tests, Test Construction, *Test Items, Test Reliability, Test Results, Test Validity
Identifiers-Item Discrimination (Tests)

Two different formats for multiple-choice test items were compared in an experimental test given in a college class in introductory psychology. In one format, a question or incomplete statement was followed by four answers or completions, only one of which was correct. In the other format, the double multiple-choice version, the same questions were used together with many of the same answers; but any number of these answers might be correct and the second set of choices required the test taker to choose a response that showed which answer or combination of answers was right. The results of this experiment showed the double multiple-choice format to be more difficult and less discriminating than the standard format. The two 20-item subtests made up of double multiple-choice items were significantly less reliable than the parallel 20-item subtests made up of standard format items; however, there were no differences in the validities of the two formats in predicting the final course grades. (CTM)

ED 185 138 UD 020 197

McLoyd, Vonnie C.
Verbally Expressed Modes of Transformation in the Fantasy Play of Black Preschool Children.
Pub Date- 79
Note-12p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Black Youth, *Fantasy, *Imagination, Low Income Groups, Preschool Education, *Pretend Play, *Sex Differences, Sex Role, *Verbal Communication

This study examined the various ways in which children transform reality into fantasy during free play through the verbalized attribution of properties to objects, materials and situations which they do not actually possess. The dyadic social interactions of 36 black, low-income, preschool children aged 3-1/2 - 5 years old were observed and videotaped during a 20 minute free play session. Results indicate that about 40% of the children's utterances represented transformations. Girls made a significantly greater number of total transformations, and verbally attributed new identities to existing objects. Girls created relatively more imaginary objects without the use of physical referents and depicted relatively more imaginary roles than did boys. Boys attributed relatively more imaginary properties to objects than did girls. (Author/RLV)

ED 185 222 UD 020 528

Moody, Charles D., Sr.

Perspectives on Desegregation/Integration.

Pub Date-Dec 79

Note-8p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).

Available from-Not available separately; See UD 020 524

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Attitude Change, Basic Skills, Change Strategies, *Cultural Awareness, Cultural Differences, *Desegregation Methods, Elementary Secondary Education, Individual Differences, Minimum Competencies, Multicultural Education, Racial Attitudes, Racial Differences, *Racial Integration, *School Desegregation, Social Differences, *Urban Education

It is critical to differentiate between desegregation and integration since only the latter denotes interaction between equals. Integration should be the goal for our schools while desegregation is one possible vehicle which may move us in that direction. To achieve integration, the issues which must be addressed are community involvement and support for schools, policy analysis and revision, curriculum, school climate, discipline and student rights, extracurricular activities, and most importantly, leadership. It is necessary to realize that the other concerns of urban educators such as the back to basics and minimum competency movements are intertwined with the issue of integration and desegregation. These concerns cannot be fully resolved without taking into account the need for diversity. There are differences in learning styles, rates of learning, socioeconomic status, aspirations and goals, and cultural backgrounds and experiences that, if respected, understood, and properly utilized, would facilitate teaching the basics. Teaching the basics and multiculturalism can be compatible with teaching in both the cognitive and affective domains. (Author/MK)

ED 184 880 SE 030 552

Moser, James M.

A Longitudinal Study of the Effect of Number Size and Presence of Manipulative Materials on Children's Processes in Solving Addition and Subtraction Verbal Problems.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-G-80-0117
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Addition, Cognitive Development, *Cognitive Processes, Elementary Education, *Elementary School Mathematics, Interviews, *Longitudinal Studies, *Manipulative Materials, Mathematics Instruction, Problem Solving, Subtraction
Identifiers-*Mathematics Education Research

Strategies used by 150 children as they solved addition and subtraction verbal problems were studied over a period of one-and-a-half years. Number size and presence of manipulative materials were variables manipulated in individual interviews given at three separate intervals. Two addition and four subtraction tasks were used. Processes changed from primitive counting and modeling behaviors to more sophisticated strategies and use of number facts and heuristics. Presence of manipulatives tended to induce children to use simpler and less efficient processes. When confronted with larger numbers and lack of manipulatives, children used or invented more sophisticated strategies. (Author/MK)

ED 185 004 SP 015 706

Greb, Edward M. And Others

Student Designed Simulations: An In-Class Opportunity to Experience the Future Today.

Note-10p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), *Futures (of Society), Problem Solving, *Relevance (Education), Role Playing, *Simulation, *Social Change, Teacher Effectiveness, Teaching Methods

Simulation a teaching strategy which enables students to vicariously test both their powers of observation and decision making abilities is suggested as a device to prepare students for the rapid changes they are likely to encounter as adults. Guidelines are offered for developing classroom simulations in this paper. Social and cultural topics projected into the future are the basis for these simulated exercises. The flexible nature of a simulation enables students to gain expertise in dealing with future situations and allows them to establish a pattern of response for coping with possible future events. (JD)

Felice, Lawrence G.

Black Student Dropout Behavior: Disengagement from School Rejection and Racial Discrimination.

Pub Date-80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students, Dropout Attitudes, *Dropouts, *Educational Benefits, *Racial Discrimination, *School Holding Power, School Policy, Secondary Education, *Social Exchange Theory, *Teacher Attitudes

Using an exchange theory perspective, this study evaluates the degree to which school rejection policies and racial discrimination contribute to the decision of black students to disengage from the education exchange process and drop out of school. In the exchange theory perspective the student is viewed as a party in an exchange relationship with teachers and schools. The exchange relationship will continue as long as both parties see themselves as making a profit.'' The sample population studied was made up of secondary students from majority and minority groups in a southwestern community. Discriminant analysis was used to weigh the importance of a variety of factors, with an 84% correct prediction of dropouts achieved. The three most important determinants were found to be student perception of occupational structure openness, perceived school racial discrimination, and the behavior and expectations of teachers. The author suggests alternatives to the present situation, including provision of enhanced motivational and community support for minority students and community demand that schools be held accountable for maintaining student motivation and attendance. Tables of data are appended. (Author/MK)

ED 184 942 SO 012 473

Alexandria Is...

Alexandria City Schools, Va.

Pub Date-80
Note-136p.; Not available from EDRS in paper copy due to colored ink of original.
Available from-Alexandria City Public Schools, 3801 Braddock Road, Alexandria, VA 22302 ($5.00, single copies)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Area Studies, City Government, Colonial History (United States), Community, Community Services, Elementary Education, Grade 3, *Learning Activities, Local History, *Municipalities, Physical Geography, *Social Studies, Units of Study, Weather
Identifiers-*Virginia (Alexandria)

This student workbook offers a third grade social studies program about the geography, history, and contemporary life of Alexandria, Virginia. It is divided into eight chapters, which present background information and learning activities. Chapter I places Alexandria in the county, state, United States, western hemisphere, and world through various map activities. Chapter II discusses the weather and climate of Alexandria. Chapter III focuses on Alexandria's history, particularly that of the colonial period. Chapter IV discusses old, new, and changing neighborhoods. City government, laws, and civic leaders are presented in Chapter V, while jobs, goods, and services are compared in Chapter VI. Chapter VII offers information and activities relating to education, recreation, and transportation. The final chapter focuses on various people, groups, and commuqity decision making in contemporary Alexandria. Each chapter includes backgrouqd information and workpages for various activities such as map exercises, comparison charts, field trips, matching exercises, listing changes, interviewing outlines, and a crossword puzzle. A glossary concludes the workbook, which defines key words and concepts underlined in the text. (CK)

ED 185 029   SP 015 814

Savage, John A.

The Documentation and Demonstration of the Planning Process: A Report on the Planning of the Teacher Corps Corpsmember Training Institute.

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Mar 77
Contract-300-76-0228
Note-160p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Conflict Resolution, *Cooperative Planning, *Decision Making, Educational Objectives, Inservice Teacher Education, Instructional Development, Internship Programs, Leadership Training, *Long Range Planning, *Program Development, *Team Training
Identifiers-*Corpsmember Training Institute, Teacher Corps

The Corpsmember Training Institute (CMTI) is a three-week living and learning experience for all new Teacher Corps Interns and Team Leaders. The first CMTI planning process is documented in this report. The first chapter serves as an overview of the planning process. It provides a brief description of the sequence of planning events, and discusses the concerns and issues which were at the heart of the CMTI planning effort. The second chapter describes the initial steps in planning the CMTI. Chapters Three and Four, respectively, describe the intermediate and the final planning stages. Chapter Five reports on the final Institute Review and Advisory Panel meeting, and Chapter Six provides a conclusion and recommendations for the planning of future institutes. (Author/JD)

ED 185 118 TM 800 153

Holmes, Susan E.

ESEA Title I Linking Project. Final Report.

Oregon State Dept. of Education, Salem.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 80
Contract-300-79-0019
Note-132p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Achievement Gains, Achievement Tests, Educational Testing, Elementary Education, Elementary School Mathematics, *Equated Scores, Federal Programs, Goodness of Fit, *Item Banks, Item Sampling, *National Norms, Norm Referenced Tests, Reading Achievement, Statistical Analysis, Test Norms
Identifiers-California Achievement Tests, *Elementary Secondary Education Act Title I, Northwest Evaluation Association, *Rasch Model

The Rasch model for test score equating was compared with three other equating procedures as methods for implementing the norm referenced method (RMC Model A) of evaluating ESEA Title I projects. The Rasch model and its theoretical limitations were described. The three other equating methods used were: linear observed score equating, linear true score equating, and equipercentile equating. Data used in the study were obtained by testing 6,000 students in grades three through eight with the norm-referenced California Achievement Tests, Form C (CAT/C), reading and mathematics, and with tests made up from items from two Rasch calibrated item banks in reading and mathematics. The results of the four equating procedures were compared with actual observed score distributions on the CAT/C for each item bank raw score. All four equating techniques yielded similar results with the least accuracy at the low end of the score distributions. It appeared that use of the Rasch model was feasible, but the accuracy of the results it produced was questionable. (Author/CTM)

ED 184 904 SO 011 868

Du Bois, Barbara

Passionate Scholarship Notes on Values, Knowing and Method in Feminist Social Science.

Pub Date-6 Jan 79

Note-15p.; Paper presented at Annual Meeting of the American Association for the Advancement of Science; Symposium on Feminism and the Philosophy of Science'' (Houston, TX, January 6, 1979).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, Females, *Feminism, Males, Research Needs, *Scientific Attitudes, *Scientific Methodology, Sex Role, *Social Sciences, Social Values, Theories

Feminist social science and scholarship must create theory grounded in the actual experience and language of women. Throughout the history of social science, conceptions and theories of female sexuality, psychology, and social roles have derived from men's beliefs about women. The history of social science theory on women proves that science and science-making tend to serve and reinforce dominant social values rather than challenge them. Thus, the problem stems not only from the substance of particular theories but also from the conventions of scientific method: what is considered worthy of study and worthy of knowing, and what is not. Feminism empowers and requires women to think differently about method. Basic questions involve the posing of a meaningful problem then addressing that problem in the manner most consonant with its substance and most likely to lead to relevant answers. The early stages of feminist social science should involve removing the perceptual and conceptual lenses of traditional science and theory in order to generate new concepts. Traditionally, approaches to science have valued objective knowledge, expertise, neutrality, and separateness. These values have been opposed to subjective knowledge, understanding, art, communion, and experience. Feminist social science requires seeing things as they are: whole and complex. This type of passionate scholarship demands rigor, precision, and responsibility in the highest degree. (Author/KC)

Irvine, Jacqueline Jordan

The Relationships among Sex Role Orientations, General Attitudes Toward Women, and Specific Attitudes Toward Women in a Managerial Role.

Pub Date-Apr 80
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-12, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, *Attitude Measures, *Females, Identification (Psychology), Males, *Managerial Occupations, Psychological Studies, Research Needs, Sex Differences, Social Science Research

Results are reported of a study to determine whether androgynous persons (characterized as lacking stereotypic concepts of maleness and femaleness) have more positive attitudes toward women than persons of other sex role orientations. Specifically, the study examines attitudes toward appropriate societal roles and the appropriate role of women in managerial professions. The sample consisted of 77 male and 124 female graduate students in education. Data were collected using 1) the Bem Sex Role Inventory which measured androgynous, masculine, feminine, and undifferentiated sex role orientations; 2) the Attitude Toward Women Scale (Spence and Helmreich); 3) the Attitudes Toward Women as Managers Scale (Peters, Terborg, and Taynor); and 4) a questionnaire which measured subjects' perception of their androgyny on a scale from one to ten. Results indicated that androgynous students were not significantly more liberal toward women either in an unspecified or specified occupational role than were those identified as masculine, feminine, or undifferentiated. These results raised the issue as to whether the possession of sex-linked traits implies any particular type of attitude toward the role of women. The question of the validity of the Bem Sex Role Inventory is also raised. The conclusion is that more research is needed into how organizational variables such as superordinate, subordinate, and peer expectations, reward systems, and status systems influence attitudes and behavior toward women. (KC)

ED 185 005 SP 015 712

Atelsek, Frank J. Gomberg, Irene L.

Newly Qualified Elementary and Secondary School Teachers, 1977-78 and 1978-79. Higher Education Panel Reports Number 45.

American Council on Education, Washington, D.C.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Contract-SRS-78-16385

Note-37p.

Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036 (Free).

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Beginning Teachers, Educational Research, *Elementary School Teachers, Elementary Secondary Education, *Secondary School Teachers, *Specialization, Surveys

This survey gathered data about the teaching specialties of those who, between September 1, 1977 and August 31, 1978, had completed all requirements to teach at the elementary or secondary education levels. Parallel estimates for the year September to August, 1979 were also obtained. This survey of persons newly qualified to teach provides a view of the potential, rather than the present supply of teachers. Results are arranged by teaching specialty. A sample of the survey instrument and a discussion of the methodology used in the survey are appended. (JD)

ED 185 055 TM 800 011

Collis, K. F. Biggs, J. B.
Classroom Examples of Cognitive Development Phenomena: the SOLO Taxonomy.
Pub Date-79
Note-217p.
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Abstract Reasoning, *Classification, Cognitive Ability, *Cognitive Development, Cognitive Processes, *Course Content, *Developmental Stages, Educational Objectives, Elementary Secondary Education, Learning Processes, Learning Theories, *Skill Analysis, Student Evaluation, Teaching Methods
Identifiers-*Learning Hierarchies, *Structure of Observed Learning Outcomes Taxonomy

The learning of different school subjects (history, English, poetry appreciation, creative writing, reading, elementary school mathematics, geography, and modern languages) can be evaluated qualitatively, using the Structure of the Observed Learning Outcome (SOLO) Taxonomy. The taxonomy is structured into five major levels, with transitional responses sometimes identifiable between levels: (1) pre-structural; (2) uni-structural; (3) multi-structural; (4) relational; and (5) extended abstract. These hierarchical levels reflect the quality of learning of a particular episode or task. This taxonomy is particulary well-suited to the receptive learning of a finite display of information (for content analysis, such as a prose passage) or of a complex set of skills (for process analysis, such as mathematical problem solving). (Several implications for curriculum, instruction, and evaluation are discussed.) (Author/GDC)

ED 185 076 TM 800 066

Kane, Michael T. Brennan, Robert L.

Agreement Coefficients as Indices of Dependability for Domain-Referenced Tests. ACT Technical Bulletin No. 28.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date-Dec 77

Contract-N00123-77-C-0739

Note-58p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bayesian Statistics, Correlation, *Criterion Referenced Tests, *Cutting Scores, Guessing (Tests), *Mastery Tests, Mathematical Models, Norm Referenced Tests, Reliability, Statistical Analysis, Test Interpretation, *Test Reliability

Identifiers-*Domain Referenced Tests, Kappa Coefficient, Loss Function, Phi Coefficient

A large number of seemingly diverse coefficients have been proposed as indices of dependability, or reliability, for domain-referenced and/or mastery tests. In this paper, it is shown that most of these indices are special cases of two generalized indices of agreement: one that is corrected for chance, and one that is not. The special cases of these two indices are determined by assumptions about the nature of the agreement function or, equivalently, the nature of the loss function for the testing procedure. For example, indices discussed by Huynh, Subkoviak, and Swaminathan, Hambleton, and Algina employ a threshold agreement, or loss, function whereas, indices discussed by Brennan and Kane and Livingston employ a squared error loss function. Since all of these indices are discussed within a single general framework, the differences among them in their assumptions, properties, and uses can be exhibited clearly. For purposes of comparison, norm-referenced generalizability coefficients are also developed and discussed within this general framework. (Author/CTM)

ED 185 139 UD 020 198

Brown, Frieda A.

Children's Perceptions of Authority in Botswana and Their Antecedent Childrearing Practices and Attitudes.

Pub Date- 76
Note-11p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Adolescents, *Authoritarianism, Childhood Attitudes, *Child Rearing, Children, Extended Family, *Family Structure, Nuclear Family, Parent Attitudes, *Parent Child Relationship, School Organization, *Sex Differences
Identifiers-*Botswana

This study examines Botswana children's perceptions of the various authority figures influential in their development and the degree to which children internalize the norms of those authority figures. In addition, parental attitudes and the influence of specific childrearing patterns were examined in conjunction with children's perceptions of authority. Four hundred twenty-seven school children were tested and 48 parents were interviewed regarding family structure and childrearing practices. It was found that girls were more supportive of authority figures than were boys. Children of extended families perceived authority figures as being more supportive of each other more often than children of nuclear families. Children of parents with traditional attitudes and childrearing practices have more positive perceptions of authority figures than children of more western oriented parents. The study suggests that the indiscriminate adoption of western ideals may result in the loss of a stable parent child relationship. (Author/RLV)

ED 185 161 UD 020 355

Beck, Isabel L.

What Do We Know about Teaching and Learning in Urban Schools? Volume 5: Instructional Ingredients for the Development of Beginning Reading Competence.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-66p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Beginning Reading, *Decoding (Reading), Elementary Education, Phonics, *Reading Comprehension, *Reading Difficulties, Reading Improvement, *Reading Instruction, Reading Programs, Reading Research, Reading Skills, Teaching Methods, Urban Youth, *Word Recognition

Approaches that appear most effective for teaching beginning reading to children who are having difficulty learning to read are discussed in this paper. Research indicates that a code-emphasis method produces the best results. To determine which type of code instruction is most appropriate, reading programs were analyzed in terms of content, sequence, and pedagogy. Findings indicate little agreement about how many or which letter/sound correspondences should be taught. It is recommended that the earliest correspondences taught should be easy but functional, and presented in a noncompetitve manner. To analyze the pedagogical domain, the author evaluated lessons in code-emphasis programs and basal programs with phonic components and concluded that children without sophisticated auditory analysis skills learn to read best through a program that explicitly teaches correspondences and blending. Data cited suggest that skilled reading requires automaticity of work recognition. Previous encounters with a word increase processing of the word. It is recommended that steps be taken to enhance rapid word recognition. The author contends that reading comprehension is dependent upon the same linguistic, conceptual, cognitive, and general knowledge abilities as aural language comprehension, and that children should be given time to assimilate aural information before concepts are elaborated in print. It is concluded that for children having difficulty learning to read, structured, direct teaching affords greatest success. (MK)

ED 185 202 UD 020 472

Aquila, Frank D., Ed.
Race Equity in Education: The History of School Desegregation 1849-1979.
Indiana Univ., Bloomington. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OEG-78-C-138
Note-114p.
Pub Type- Reference Materials - Bibliographies (131) - Historical Materials (060)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Bibliographies, Busing, *Court Doctrine, *Desegregation Litigation, Desegregation Methods, Elementary Secondary Education, *Equal Education, *Federal Courts, Racial Discrimination, *School Desegregation, Social Influences, United States History
Identifiers-*Supreme Court

This book is a compilation of articles by Linda Zook, Steven Bower, Thomas Black, Frank Aquila, Patrick Tydings, Robert Powers, and Bruce Graham on the legal and educational history of school segregation. An initial article reviews the Federal court process. Also presented is a general historical review of Supreme Court doctrine on the issue of racial integration and black civil rights from 1949 to 1979; court decisions are explained in the context of the prevailing social philosophy regarding black intelligence. The background and issues involved in five cases in which the separate but equal'' doctrine operated are discussed. Other chapters focus on the background and testimony regarding the Brown decision, as well as other school desegregation cases after Brown.'' A description of four cases involving busing as a desegregation method is also presented. The final chapter in the book addresses desegregation litigation in Northern cities. Extensive bibliographies are provided both for individual cases discussed throughout the book and on legal, historical, and general issues relating to school desegregation and racial discrimination. (GC)

ED 184 881 SE 030 553

Wepner, Gabriella

Improving One Characteristic of Formal Operations in Adult Remedial Students Through a Piagetian Oriented Instructional Unit on Percent.

Pub Date-Feb 80

Note-16p.; Paper presented at the Annual Meeting of the Interdisciplinary International Conference (10th, Los Angeles, CA, February 1-2, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *College Mathematics, Developmental Stages, Higher Education, Logical Thinking, *Mathematics Instruction, *Percentage, Ratios (Mathematics), *Remedial Mathematics

Identifiers-*Mathematics Education Research, Piagetian Theory

The purpose of this study was to design a unit on percent for adult remedial students based on the principles of Piaget's theory and to evaluate the effectiveness of the unit as a means of improving one characteristic of formal operations, the ability to use porportion. The subjects consisted of 89 undergraduate remedial mathematics students at a branch of the City University of New York. Results indicate that there seems to be a relationship between learning percent and improving the ability to use proportions. Moreover, it would seem that an instructional unit can be developed which implements some of the heuristic principles of Piaget's theory and which simultaneously improves one characteristic of formal operations and develops basic mathematical principles. In addition, it appears that Piaget's theory can be successfully applied to the instruction of adult remedial students and that this theory can be implemented in an actual classroom situation involving instructors of remedial mathematics courses. (Author/MK)

ED 184 923 SO 012 438

People Count: Census Day April 1, 1980.
New York State Education Dept., Albany. Div. of Continuing Education.
Pub Date-1 Apr 80
Note-45p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Basic Education, Adult Education, *Census Figures, Data Analysis, Data Collection, Educational Objectives, Government Role, Language Arts, *Learning Activities, Mathematics Instruction, *Minority Groups, Population Trends, *Poverty, Social Studies, United States History

This packet is designed to aid teachers of Adult Basic Education Programs conduct census education/participation programs. The objective is to rectify the census undercount problem, especially among minorities. The document is presented in five chapters. Chapter I focuses on the census in perspective. Chapter II discusses the 1980 census and explains why the data from the census is vital for federal expenditures. Chapter III assesses effects of census undercount, particularly in cities with large minority and undocumented alien populations. Chapter IV suggests activites to prepare students for Census Day. Activities center on a test of census information, bulletin boards, guest speakers, posters, community census centers, role playing, and simulation games. Chapter V presents census-related activities in language arts, mathematics, social studies, employment, and parenting. Activities involve students in discussing census issues in class, doing simple vocabulary exercises, performing census-related mathematical computations, and inventorying classrooms. The document concludes with appendices which present tabular census information, instructions on how to fill out a census form, and true/false census questions in Spanish, Italian, French, Haitian Creole, Chinese, Vietnamese, and Russian. (DB)

ED 184 980 SO 012 527

Lessons of the Narragansetts.

Narraganset Tribal Education Project, Inc., Charleston, R.I.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-78
Note-83p.; For a related document, see SO 012 526.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, *American Indian Studies, Course Content, Cultural Background, Curriculum Guides, Learning Activities, Lesson Plans, Secondary Education, *United States History, Units of Study
Identifiers-Ethnic Heritage Studies Program Act, *Narragansett (Tribe), Rhode Island

The curriculum guide presents lesson plans and suggested activities for a six-week mini course for secondary students on the culture and history of the Narragansett Indians. It is part of the Narragansett Tribe Ethnic Heritage Program. An outline of the general format and content suggests a time allotment for each of the 12 lessons. The lessons are divided into two phases. Phase I details the history of the tribe, covering prehistory, life in colonial America from 1492-1680, colonial expansion and conflicts arising from the expansion, tribal government, famous sachems, King Philip's War, and the states' attempt to dissolve the tribes. Phase II describes the Narragansett culture, including housing and family life, weapons and hunting, clothing, foods, weaving, pottery, tradition, customs, and ceremonies. Each lesson is prefaced by an outline listing 3-5 content objectives, as well as skills and affective objectives. Source materials are listed but not cited. Suggested activities include lectures, field trips, research, discussion, outside reading, films, maps, debates, role play, and various projects. Background information is written from the native American viewpoint. An appendix lists Rhode Island historical sites relating to native Americans. The bibliography suggests 17 books and articles for further reading. (CK)

Edge, Donald

Report of the New Jersey Basic Skills Council.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date-6 Dec 79
Note-55p.; Some type in the appendices may be marginally legible. For related document see ED 174 646.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annual Reports, *Basic Skills, *College Freshmen, College Mathematics, *Equivalency Tests, Higher Education, Reading Achievement, *Scores, *State Programs, Student Characteristics, Student Placement, *Testing Programs, Test Interpretation, Writing Skills
Identifiers-New Jersey, *New Jersey College Basic Skills Placement Test

Test results are summarized for the second year of the New Jersey College Basic Skills Placement Test administered to 47,725 entering freshmen in the fall of 1979. Performance is categorized into one of three groups: appears proficient in basic skills tested; demonstrates proficiency in some (but not all) of the areas tested; and demonstrates a lack of proficiency serious enough to indicate a clear need for remediation. Data are presented for the total state and for type of institution (two-year colleges, state colleges, New Jersey Institute of Technology, and Rutgers University) for the following tests: reading comprehension, sentence structure, logical relationships, essay, composition, total English, computation, and elementary algebra. Tables are also presented containing student background data. Three conclusions are reached: (1) a substantial proportion of New Jersey students entering college are not proficient in the basic verbal and mathematical skills necessary to perform college-level work; (2) deficiencies are present at both two-year and four-year institutions; and (3) the level of proficiency required to complete three years of high school iinstruction in English and mathematics is considerably lower than the proficiency expected of entering freshmen. Some comparisons to the previous year's results are made. (GDC)

ED 185 119 TM 800 154

Durio, Helen F. And Others

Ethnicity and Sex Differences in Use of College Entrance Examinations, Mathematics Achievement, and High School Rank as Predictors of Performance and Retention among Engineering Students.

Pub Date-Apr 80

Note-47p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Academic Persistence, Achievement Tests, Aptitude Tests, Bias, Class Rank, *College Entrance Examinations, *Engineering Education, Grade Point Average, Grade Prediction, Higher Education, *Predictive Validity, Predictor Variables, *Quantitative Tests, Racial Differences, Sex Differences, Test Validity

Identifiers-College Board Achievement Tests, Scholastic Aptitude Test, University of Texas Austin

Entrance scores on the Mathematics Achievement Test, Level I, and Scholastic Aptitude Test (verbal and mathematical), and high school rank for 2,189 students entering engineering as freshmen at The University of Texas at Austin during the years 1974-1977 were used in regression equations as predictors of academic achievement and retention for ethnic (Black, Mexican-American, Anglo) and sex breakdowns. The Mathematics Achievement Test correlated more highly with academic achievement than the other entrance measures among all ethnic and sex groups. The use of freshman year grade point average as a predictor improved prediction of retention among ethnic minorities and Anglo male engineering students over college entry predictors alone. While less useful in predicting retention among women, freshman year achievement monitoring could provide the basis for a counseling and support system to enhance the retention of capable women in engineering. The first-year grade point average appears to be as efficient a predictor as the engineering curriculum grade-point average (mathematics, physics, and engineering mechanics course grades, combined) for use in a predictive equation for retention. (Author/CTM)

ED 185 182 UD 020 409

Moy, Peter

An Annotated List of Selected Resources for Promoting and Developing an Understanding of Asian Americans.

Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportuqities.
Pub Date-Feb 78
Note-45p.; Some pages may be marginally legible due to broken print.
Available from-National Origin Desegregation Component, Office of Equal Educational Opportunity, New Jersey State Department of Education, 225 West State Street, P.O. Box 2019, Trenton, NJ 08625
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Chinese Americans, *Filipino Americans, *Information Sources, *Japanese Americans, *Korean Americans, Nonprint Media, Periodicals, *Resource Materials

The resources in this bibliography are predominantly written from an Asian American point of view. They were compiled in an attempt to counter misconceptions and faulty scholarship'' that has prevailed in Asian American studies. The bibliography is divided into six areas. Each section is prefaced by a brief historical and contemporary perspective on Asian American groups. General Resources'' lists 24 materials that offer perspecives on many different groups of Asian Americans. The topics relate to historical, political, personal, psychological, and literary experiences. Twenty-three information sources are listed in the Chinese American Experience.'' Particular emphasis is given to the history of the Chinese in America. The Japanese American Experience'' cites 29 historical, legal, literary, and community resources. Six documents dealing with the Korean American Experience'' are presented. The paucity of resources reflects the small number of materials available on Koreans in America. Thirteen resources address the historical and contemporary struggle of the Filipino American Experience.'' Multimedia Resources'' cites 34 materials recommended as supplementary to history or social studies classes and as tools to study topical issues. An index to publishers of the resources is provided. (MK)

ED 185 223 UD 020 529

Epps, Edgar G.

Improving the Effectiveness of Urban Schools: Instruction.

Pub Date-Dec 79
Note-27p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *Achievement Gains, Change Strategies, Community Involvement, Educational Methods, Elementary Secondary Education, Instructional Development, Instructional Improvement, *Low Achievement, *Mastery Learning, *Teacher Attitudes, *Teacher Improvement, *Urban Education

The dilemmas facing urban schools can be examined on the instructional level. Low achievement of inner city students is attributable largely to educational inequities. Often the expectations and attitudes of teachers, parents, and students work in combination to yield a nonproductive learning climate. This negative climate is preserved by educational politics and policies which tend to reform without making major structural changes in the delivery of educational services and without raising questions about the basic values that have guided the development of public education. More local involvement in educational policy making and the instructional strategy of mastery learning can directly benefit the learning of inner city youth as well as overcome negative teacher attitudes. Mastery learning is based on the assumption that nearly all children can learn what only the best students now learn. However, they must be given additional time and help. When learning difficulties are identified and corrected over a series of learning units, most students can attain a level of achievement which under more traditional methods of instruction is attained by only a few. Positive changes in teacher attitudes will result from positive changes in student learning outcomes. (Author/MK)

ED 184 943 SO 012 477

Armstrong, Forrest H.

The Social Sciences as a Domain of Knowledge.

Pub Date-79

Note-14p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, Definitions, Humanities, *Intellectual Disciplines, Opinions, Sciences, *Social Sciences

The author claims that the nature of the social sciences is to combine interpretive and empirical approaches in an attempt to understand human thought and behavior. He views the domain of social sciences as being different from that of the humanities or the natural sciences. Social scientists test interpretations by considering the extent to which they are supported or undercut by empirical data, but recognize that data alone neither prove nor disprove the interpretation. Experimentation is made difficult by the number and relations among variables, the subjective nature of variables, and ethical issues involved in human experimentation. Thus, the social sciences include both a core of scientific knowledge'' and introspective knowledge. Social sciences and the humanities differ in their focus: the humanities emphasize the individual almost to the exclusion of the group, whereas the social sciences focus on groups. Also, both the humanities and the natural sciences tend to deal in absolutes while the social sciences deal in statements of tendency. Thus, the social sciences reflect a characteristic way of viewing human behavior that is analytic, systematic and theoretical; a characteristic focus on topics such as social structures; attention to the nature and functioning of human groups; an appreciation for the need to embrace both empirical and subjective elements; and the desire to go beyond knowledge of these things to understand their significance and meaning. (Author/KC)

ED 185 030 SP 015 818

Hite, Herb McIntyre, Pat
Planning for Inservice Education (Revised). A Management Guide.
Western Washington Univ., Bellingham.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jul 78
Note-41p.; For related documents, see SP 015 801, SP 015 803, SP 015 819. The table which is appended may be marginally reproducible.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Organization, *Administrator Responsibility, Administrator Role, Educational Resources, Governance, *Inservice Teacher Education, *Management Development, Professional Development, *Program Budgeting, *Program Development, Program Evaluation

A management plan is outlined for the development of an inservice teacher education program. Suggested roles and responsibilities of key personnel are discussed. Critical decisions and events in the planning process are pointed out, and a management blueprint is included. This revision of an earlier guide also contains a monograph on the generic principles for effective inservice education planning. (JD)

ED 185 006 SP 015 719

Crabbs, Michael A.

Achievement as a Function of Family Stability.

Pub Date-80

Note-17p.; Paper presented at the annual meeting of the Southwest Educational Research Association (San Antonio, TX, 1980).

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Family Environment, Family Life, *High School Students, *Performance, *Performance Factors, *Student Characteristics

Working with the entire junior class of a suburban, middle-class high school, researchers investigated the effects of family stability on student performance, using the Iowa Test of Educational Development as an achievement measure. A statistical test was applied to two groups of students, representing stability or lack of stability in the family environment. Results indicated that students from a stable family environment score significantly higher. Additional statistical applications indicate that the results are not as clearly defined when the students' previous junior high school, which is regarded as providing additional social and educational variables, is known. (Author/LH)

Irvin, Larry K And Others

Evaluation of Retarded Student Achievement in Career Education Programs. Final Project Report, November, 1978.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.--443CH60117
Pub Date-Nov 78
Grant-G008605412
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Daily Living Skills, High Schools, Item Analysis, *Mild Mental Retardation, *Multiple Choice Tests, Objective Tests, Practical Arts, Questionnaires, *Situational Tests, Special Education, Test Reliability, Test Validity, Verbal Tests
Identifiers-Social and Prevocational Information Battery

Three tests of daily living skills for retarded adolescents were developed and validated: making purchases, seeking jobs, and using banks. These three tests were adapted from three of the nine sections of the Social and Prevocational Information Battery (SPIB), a test made up mostly of true-false items. Each of the three tests were developed in three different formats: true-false (like the SPIB), three-choice multiple-choice, and two-choice multiple-choice. Two other instruments were also developed to cover the same content: a behavior rating questionnaire for the parents for their evaluation of the adolescents, and an applied performance criterion instrument consisting largely of actual or real-life types of activities and materials. Test statistics for the preliminary form of the test were obtained for 323 students. Revised forms were developed and the tests were administered to a new sample together with the behavior rating form and the applied performance test. (The results of this testing are reported and discussed). (Author/CTM)

ED 185 140 UD 020 199

Simmons, Warren

The Role of Cultural Salience in Ethnic and Social Class Differences in Cognitive Performance.

Pub Date- 78

Note-14p.; For related documents see UD 020 192-209 and ED 181 100

Available from-Not available separately; See UD 020 192

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Blacks, *Cognitive Style, *Cognitive Tests, Cultural Awareness, Elementary Education, Lower Class Students, Middle Class Students, *Racial Differences, *Social Differences, Whites

Social class and ethnic differences in the use of the three conceptual styles of cognitive performance (Relational, Descriptive, and Categorical) were examined in this study of 112 grade-school boys. The subjects were divided into four groups, black and white middle class, and black and white lower class. Two instruments were used to assess cognitive performance, and it was hypothesized that: (1) the cultural salience of task stimuli would have a significant effect on group differences in performance; and (2) by virtue of increased attentiveness and depth of processing, tasks which are high in cultural salience should engender the use of a wider range of strategies than those which are low in cultural salience. In comparing the two instruments, the results confirmed the hypotheses except in the analysis of relational reasons. Blacks and lower class subjects tended to use more descriptive and categorical reasons on one instrument as compared to the other. The data show that the cultural salience of stimuli does significantly impact social class and ethnic differences in performance. It was also found that factors other than cultural salience of the stimuli influence these differences. (Author/RLV)

ED 185 203 UD 020 473

Cahill, Janet

Towards Model Refinement in Compensatory Education: Comparison of Intervention Programs and Paraprofessional Screening Measures.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg.
Pub Date- 76
Grant-48-26095
Note-38p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Compensatory Education, *Conventional Instruction, Economically Disadvantaged, Elementary Education, *Home Instruction, Learning Disabilities, Mother Attitudes, *Parent Participation, *Program Effectiveness, *Remedial Programs, Remedial Reading

The differential effectiveness of four compensatory education programs for economically disadvantaged children was assessed. Ninety-two children were assigned to one of the following remedial approaches: a child focused school based, a child focused home based, a mother-child home based, a mother only home based. A no treatment control group was also included. Pre and post measures assessed the relative impact of these approaches on subjects' reading levels, maternal participation and maternal attitudes. Additionally, the predictive validity of three selection measures given to the undergraduate paraprofessionals who delivered the program was assessed. Results indicated that the home based programs were more successful in improving reading levels and maternal participation. No significant differences were found between groups on maternal attitude measures. Comparisons between treatment conditions and the control group revealed that the control group increased significantly more on an achievement test subscale. One paraprofessional selection measure, the Group Assessment of Interpersonal Traits, was predictive of outcome. The implications of the overall design for model refinement were discussed. (Author/BE)

ED 184 905 SO 011 922

Cohen, Gail A., Ed.
Summer Study Abroad.
Institute of International Education, New York, N.Y.
Pub Date-79
Note-181p.
Available from-Publications Division, Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($8.75)
Pub Type- Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors-Annotated Bibliographies, Directories, Foreign Couqtries, Higher Education, Language Teachers, Program Descriptions, Researchers, *Study Abroad, *Summer Programs

This catalog describes summer study abroad programs around the world for students of college age and up. The included information was obtained from surveys conducted by the Institute of International Education in September 1978. The catalog contains programs of interest to the pre-college student who wants to improve his language skills before officially starting his college career; the undergraduate fashion student who wants to spend time with the masters of Parisian couture at the studios; the teacher who wants to visit classrooms abroad; the researcher who wants a field-oriented course in tropical science; and anyone interested in broadening his educational experience by attending a study program abroad. About half of the programs listed are sponsored by U.S. colleges and universities, and the rest by private organizations and foreign institutions. Courses may be as short as several days or as long as three months. A few of the programs, especially those sponsored by foreign institutions, also admit younger students, but there are no listings for programs exclusively for secondary-school students. All programs are listed alphabetically by the region, country, and city in which they are held. Regions are Africa, South of the Sahara; East and South Asia and Oceania; Europe; Middle East and North Africa; and the Western Hemisphere. Information is included on the cost of the courses, credits offered, and availability of housing. (Author/RM)

ED 184 924 SO 012 439

A Multi-Media Presentation of the History of the Jews of Michigan: Part I 1640-1880, Part II 1880-1940. Final Report.

Wayne State Univ., Detroit, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Report No.--549AH70371
Pub Date-77
Grant-G007701482
Note-103p.
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, Cultural Background, Cultural Education, *Ethnic Studies, Higher Education, History Instruction, Immigrants, Inquiry, *Jews, Minority Groups, Postsecondary Education, Primary Sources, Secondary Education, *Social History, *Social Studies, *State History, *United States History
Identifiers-Ethnic Heritage Studies Program Act, Michigan

The document contains the narrative portion of a multimedia project tracing the history of Jews in Michigan from the mid 17th to the mid 20th century. The developers intended that the materials be used as the basis of a one-month course of study. Overall objectives of the project were to increase understanding among students from junior high through adult education of how to use primary source documents, recognize the impact of geography on culture, and chronicle the historical development of Jews in Michigan. Specific objectives were to increase student knowledge of how Jews came to Michigan, assimilated and contributed to American cultural life, and developed separate cultural and religious institutions. The document is presented in four sections. Section I introduces the history of the project, outlines goals, and reviews field testing procedures. Section II itemizes major events and influences relating to Jewish immigration to North America and settlement in Michigan from [illegible] to 1926. The final two sections present documentary inqu[illegible] [illegible]lating to the Jews in Michigan for the periods 1640-1[illegible] [illegible]IV) and 1880-1940 (section V). Each section includes information [illegible] how to use primary documents; background; excerpts from documents such as trade petitions, family correspondence, and government publications; and questions. (DB)

ED 184 962 SO 012 505

Tallman, Richard S. Tallman, A. Laurna

Country Folks: A Handbook for Student Folklore Collectors.

Arkansas Coll., Batesville.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-78

Note-135p.

Available from-Arkansas College Folklore Archive, Batesville, AR 72501 ($3.95)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Check Lists, Definitions, English, *Ethnography, *Folk Culture, Guides, *Local History, Oral History, Resource Materials, Secondary Education, Social Studies, Teaching Methods, Training Methods

This handbook contains activities and other resources to help students in grades 8 through 11 develop an understanding of and appreciation for the folk culture of the Arkansas Ozark. Intended to be used as the basic textbook for a semester course, the handbook can also be used as a supplemental text for a folklore or local history unit in English, history, or social studies. While the book deals specifically with the Arkansas Ozark folk culture and generally with the southern mouqtain culture, many of the activities and the questionnaires can be used to study folk culture in any rural area or small town. The text consists of four major sections. In the first section, Folklore and Folklorists,'' students are provided with definitions and learn about the methodology used by a folklorist. Section two, Collecting Folklore,'' contains checklists to help the students prepare to collect information. Section three, which comprises about one half of the publication, contains 16

Topics for Folklore Collection.'' A sample of the topics includes: children's games and rhymes, riddles and ethnic jokes, Civil War stories, calendar customs, farm life, hunting and fishing stories, folk architecture, and storytelling. The fourth and final section suggests teaching procedures and provides a list of additional print and nonprint teaching resources. (Author/RM)

Hite, Herb McIntyre, Pat

Planning for Inservice Education (Revised). A Resource Guide.

Western Washington Univ., Bellingham.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jul 78
Note-148p.; For related documents, see SP 015 818, SP 015 801, SP 015 803.
Pub Type- Reports - Descriptive (141) - Reference Materials (130) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Resources, Group Activities, *Inservice Teacher Education, *Management Development, Needs Assessment, Pilot Projects, Problem Solving, *Program Development, Program Evaluation, *Program Implementation, *Staff Development, *Teacher Effectiveness

This resource guide contains a selection of examples and exhibits concerning different aspects of planning for inservice teacher education. The exhibits were taken from four pilot studies developed by the Teacher Corps. The major activities described are group problem solving, establishment of guidelines for development of an inservice program, and development of a comprehensive plan for program implementation. An exemplary governance structure for an inservice program is outlined, and constraints imposed by agencies involved in the planning process of such programs are discussed. Sample forms which may be used to conduct a needs assessment study and an individualized program are included, as a well as working example of a management plan for an inservice teacher education program. (JD)

ED 185 077 TM 800 068

Barnett, Nancy

The Analysis of Technical Validity and Reliability in Bilingual Language Assessment Instruments: The Language Assignment Umpire (L.A.U.) Language Dominance Test.

Pub Date- 79

Note-14p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, *Bilingual Students, Elementary Education, *Language Dominance, Language Fluency, *Language Tests, *Spanish Speaking, Test Bias, Test Interpretation, Test Reliability, Test Reviews, *Test Validity, *Verbal Tests

Identifiers-Language Assignment Umpire

Techniques for assessing test validity and reliability are applied to an analysis of an unpublished test, in order to familiarize test users in local bilingual programs with the technical evidence that should be available for instruments of potential use in placing limited English-speaking students. The instrument studied, the Language Assignment Umpire (L.A.U.), is designed to identify language dominance by means of four oral tasks of sentence memory, synonyms, antonyms, and digit-reversal. The validity of the L.A.U. is considered in determining language proficiency as well as language dominance. Lexical difficulty and counts of phonemes, syllables, words, and morphemes are examined for a linguistic analysis of the L.A.U. The sentence memory task is examined for the syntactic complexity of its items. Statistical analyses are reported for a variety of correlations at both the intra-test and external criteria levels. A brief discussion is included of the results of a study in which the L.A.U. and other language data were used to determine the effectiveness of the Rochester, New York bilingual program. (Author/CTM)

Rim, Eui-Do Coller, Alan R.

Research Methodologies Pertinent to the Study of Schooling Effects: A Synthesis.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-115p.
Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 ($7.00).
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Analysis of Covariance, Analysis of Variance, Correlation, *Educational Research, Elementary Secondary Education, Mathematical Models, Multiple Regression Analysis, Multivariate Analysis, Outcomes of Education, Quasiexperimental Design, *Research Methodology, *Sampling, School Role, *Statistical Analysis, Student Characteristics, Teacher Characteristics
Identifiers-Coleman Report, Linear Models, Regression

A broad spectrum of methodologies pertinent to studies of schooling effects are reviewed. Methodological issues and problems are addressed according to a three-dimensional conceptual framework: (1) indicators of schooling effects; (2) study approaches; and (3) units of analysis. Problems and uses of status attainment and difference scores as indicators of schooling effects are discussed first. Study approaches to schooling effects are divided into two broad categories: experimental and nonexperimental. Methodological issues related to the experimental approaches are discussed in relation to two types of designs: experimental group only designs and control group designs. Problems related to the nonexperimental approaches are reviewed according to: partitioning of explained variance, comparison of regression coefficients, nonlinear regression methods, and causal models. Issues and problems related to the units of analysis are presented by contrasting two positions: that data should be analyzed at the individual student level, and that data should be analyzed at the classroom, school, or district level. A third position is reviewed: that multilevel analyses should be performed because schooling effects might result from many sources at many different levels. Finally, some methodological trends are identified and their implications for further schooling briefly considered. (Author/CTM)

ED 185 224 UD 020 530

Miller, LaMar P.
Improving the Effectiveness of Urban Schools: Teacher Education.
Pub Date-Dec 79
Note-26p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Educational Improvement, *Inservice Teacher Education, Professional Training, *Program Development, Program Improvement, Secondary Education, *Teacher Improvement, *Urban Education

Inservice programs for teachers and other educational personnel can increase the effectiveness of urban schools by upgrading the quality of school programs for children. Although social forces are partly responsible for the problems confronting urban schools, it is necessary to use existing knowledge to improve education under present conditions. Many problems of secondary education arise from a feeling of being unable to cope with the education of young people in urban environments. A framework for dealing with adolescents should be based on both cognitive and affective components, though many urban programs emphasize the affective at the expense of the cognitive. Teachers' abilities to effect changes in cognitive behavior can be enhanced through field-based inservice programs. A well-integrated inservice program should be characterized by the following features: (1) autonomous functioning of inservice units including budgetary discretion; (2) formalized opportunies for input from the community and other outside agencies; (3) teacher participation in design and operation of inservice training; (4) school based training conducted by individuals with expertise and experience including teachers; and (5) assessment of the training program by teachers without fear of sanctions. (Author/MK)

ED 184 882 SE 030 554

Doody, William J.

The Differentiation of Spatial and Analytic Ability.

Pub Date-Mar 80
Note-13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (53rd, Boston, MA, April 11-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Cognitive Development, *Educational Research, *Intelligence, *Research, Secondary Education, *Secondary School Science, *Sex Differences
Identifiers-*Science Education Research

This study examined the nature of sex-related differences in spatial ability. Results indicated that sex-related cognitive differences are concentrated among subjects having poor spatial ability. Suggestions for remedial education of females and males are given. (MK)

ED 185 162 UD 020 356

Hill, Paul T.

What Do We Know about Teaching and Learning in Urban Schools? Volume 7: Summer Drop-Off and the Effectiveness of Compensatory Instruction.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Note-38p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Achievement Gains, *Basic Skills, *Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, *Learning Plateaus, *Skill Development, Summer Programs, Urban Schools

Evidence collected through comparison of compensatory education students' calendar year and school year gains implies that summer drop-off of basic skills is a common phenomenon. There are two possible interpretations of this finding. The first, forgetting,'' assumes compensatory education students know less in the fall than they did the previous spring. The no growth in summer'' interpretation assumes that the students do know as much in the fall as in the previous spring. The results of the National Institute of Education's Instructional Dimensions Study provide strong evidence in favor of the no growth in summer'' model. Students whose initial test scores were at or above the national norms make substantial gains during the summer, but compensatory education students do not. Compensatory education programs are therefore doing some good and should be continued until effective alternatives can be found. Summer school programs might foster achievement gains during the summer months, but they do not attract many disadvantaged students and their programming is not focused on basic skills instruction. Public programs may be unable to overcome the problem of summer drop-off entirely. Further research into the summer drop-off phenomenon is needed to understand the limits of public policy and maximize the effectiveness of compensatory education programs. (Author/MK)

ED 184 944 SO 012 478

Baines, Jim

Aging and World Order, The Whole Earth Papers No. 13 Global Education Associates, East Orange, N.J.

Pub Date-80

Note-29p.; Not available from EDRS in paper copy due to light and small print type of much of original document.

Available from-Global Education Associates, 552 Park Avenue, East Orange, NJ 07017 (Bulletin No. 13 $1.00, Bulletin No. 1 $.35, quantity discounts available).

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Development, Age Discrimination, *Aging (Individuals), Developed Nations, Developing Nations, Environmental Influences, Futures (of Society), *Human Resources, Individual Needs, Need Gratification, *Older Adults, Poverty, *Social Problems, Values

Various aspects of aging in industrially developed and traditional societies are discussed in this monograph and bulletin. The objective of the monograph is to foster consciousness of the link between local and global concerns and of the need for a more humane world order. Discussion focuses on the marginality of older adults in industrialized nations and erosion of the esteemed positions once enjoyed by older people in traditional societies. Reasons for the low social position of the elderly include urbanization, modernization, unemployment, increased consumption, and national security priorities. Reasons why older people should be viewed as social assets include that they have experience and time to make meaningful contributions to social improvement, are spiritual and cultural links between the past and future, and have learned to live in harmony with the earth during years of traditional values and simpler technologies. The bulletin, the second component of the document, includes case studies of older adults, background information on the aging process, an outline of United Nations policies and programs on aging, and membership forms and an overview of Project Aging and World Order. Project goals include conducting research related to aging and world order, preparing educational materials for and about senior citizens, serving as liaison with senior citizen groups, and organizing workshops and educational services related to aging. (DB)

ED 184 981 SO 012 528

Walker, David Addison

Understanding Pictures: A Study in the Design of Appropriate Visual Materials for Education in Developing Countries.

Massachusetts Univ., Amherst. Center for International Education.
Pub Date-79
Note-395p.; Photographs may not reproduce clearly from EDRS in microfiche.
Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, MA 01003 ($6.50)
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Developing Nations, *Illustrations, Nonformal Education, Postsecondary Education, *Psychological Studies, *Recognition (Psychology), Social Science Research, *Spatial Perception, *Visual Literacy, Visual Measures
Identifiers-Nepal

The document attempts to integrate aspects of two lines of research relating to picture recognition and the comprehension of pictorial space. It also describes an empirical study carried out in Nepal which tested rural adult subjects' understanding of topological, euclidean, and projective concepts in regard to real objects and to pictures. The document is divided into two parts. Part I explains the rationale for using pictures in nonformal educational settings and examines two approaches to picture perception (the constructive theory and the registration theory). It also discusses cross-cultural studies of intelligence and examines literature demonstrating that the intellectual demands of village life often do not stimulate higher cognitive processes as identified by Piaget. Part II details the Nepal study which used four samples of adult subjects at various educational levels. Sixteen experiments tested the recognition of depicted objects, the understanding of spatial relationships in concrete situations, and the comprehension of pictorial space. Findings showed the recognition of familiar objects to be easier than the comprehension of pictorial space, a poor understanding of euclidean and projective relationships by the villagers but a higher performance by the furniture workers and engineering students, and an easy grasp of topological relationships in pictures by all the subjects. Conclusions are that the interpretation of pictorial space is an active process which calls for conscious awareness of projective principles, and that the use of pictures where important meaning is carried by projective cues should be avoided. Two teaching strategies are recommended for use in nonformal educational settings. (Author/CK)

ED 185 007 SP 015 721

Edelfelt, Roy A., Ed.

Inservice Education: Criteria for and Examples of Local Programs.

Western Washington Univ., Bellingham.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-77
Grant-G007603470
Note-134p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Classroom Techniques, Curriculum Development, *Decision Making, *Educational Resources, *Evaluation Criteria, *Inservice Teacher Education, *Program Development, Rewards, *School Activities, Staff Development

The first section of this book presents a discussion of the criteria to be used in developing and evaluating inservice teacher education programs. The criteria are decision-making, relationship to the program of the school, resources, commitment to teacher education, and rewards. Section Two contains descriptions of nine inservice programs. (JD)

ED 185 120 TM 800 161

Kokosh, John

Finding and Developing Moderators and Directional Keys by Regression Analysis.

Pub Date-Sep 79

Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance, *Discriminant Analysis, Item Analysis, Multiple Regression Analysis, *Predictor Variables, *Statistics

Identifiers-*Moderator Variables

A procedure for rapid screening of variables as potential moderators is presented and discussed. A moderator is defined as any variable which can be used to identify differentially predictable persons; or defined statistically by stating that if a predictor and a moderator are each divided into three or more categories and used as independent variables to predict a criterion, then an F test on interaction effects will determine the presence of a moderator variable. However, in sets of data based on large numbers of variables, it is difficult to discover moderators. The method proposed begins by arranging the subjects in four quadrants, according to their scores on a predictor and the criterion, and coding the hit and miss cells as dummy variables (zero and one, respectively) and then computing the point-biserial correlation of the remaining variables with this dummy variable. In addition, one of the cells coded one may be changed to minus one, to represent underprediction, in order to develop a directional key for the moderators. (Author/CTM)

ED 185 183 UD 020 411

Aquila, Frank D., Ed.

Desegregation: On the Cutting Edge. A Review and Manual of the Indiana University Training Institute Program in Race and Sex Desegregation.

Indiana Univ., Indianapolis. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-USOEG-005-77-0154
Note-111p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrators, *Class Activities, Counselors, Elementary Secondary Education, *Inservice Education, Multicultural Education, Program Descriptions, *Racial Bias, School Desegregation, *Sex Bias, *Student Attitudes, *Teacher Attitudes, Teachers
Identifiers-Indianapolis Public Schools IN, Indiana University Teaching Institute

The purposes of this book are (1) to provide a description of the Indiana University School of Education Training Institute's project for training school personnel to address the issues of racial and sexual desegregation, and (2) to supply educators with classroom exercises and activities that focus on racism and sexism and encourage non-prejudiced attitudes and behaviors among students. First, the historical perspective under which the Institute was developed is discussed. A description of the Institute's structure, project design, selection of participants, project objectives, staff, and program activities follows. The results of an evaluation designed to assess individual and Institute success in achieving the goals of the race and sex desegregation program are reviewed. A series of sexism, multicultural, and multiethnic classroom exercises are then provided. Finally, appended to the volume are a list of Institute participants, copies of Institute newsletters, comments of program participants, and a glossary of terms. (Author/GC)

ED 184 883 SE 030 558

Lewis, Clayton

Kinds of Knowledge in Algebra.

International Business Machines Corp., Yorktown Heights, N.Y. Thomas J. Watson Research Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Apr 80
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Not available in hard copy due to marginal legibility of original document.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, *Cognitive Processes, *College Mathematics, *Educational Research, Error Patterns, Higher Education, Interviews, Mathematics Education, *Mathematics Instruction, Problem Solving

Solving equations in elementary algebra requires knowledge of the permitted operations, and knowledge of what operation to use at a given point in the solution process. While just these kinds of knowledge would be adequate for an ideal solver, human solvers appear to need and use other kinds of knowledge. First, many errors seem to indicate that single operations of algebra are often represented as collections of parts which may have independent status. Second, operations seem to be connected, often inappropriately, with a general scheme for symbol manipulation. Third, various kinds of knowledge are brought into play to detect errors. Evidence about the role of these kinds of knowledge, found in the solutions and comments of college students, is discussed, and some implications for instruction are considered. (Author/MK)

ED 185 032 SP 015 823

Ishler, Richard E.

Institutional Planning for a Declining Enrollment.

Pub Date-Jul 79

Note-13p.; Paper presented at the International Conference on Improving Higher Education (5th, London, England, July 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Attendance, *Colleges, *Declining Enrollment, Enrollment Influences, Enrollment Trends, *Higher Education, *Long Range Planning, School Holding Power

Many institutions of higher education are being faced with declining enrollments accompanied by a reduction in human and financial resources. As a result, long-range planning has become imperative. This paper discusses how the planning process evolved and was conducted at Emporia State University in order to cope with the projected enrollment decline over the next five years. Included are a discussion of the factors and conditions which instigated the planning, the development of the plan, faculty involvement, and a discussion of the components which are included in each department's plan. (Author)

ED 185 057 TM 800 025

Guide for Evaluation Teams.
Kansas State Dept. of Education, Topeka.
Pub Date-77
Note-33p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Check Lists, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, *Guidelines, Organizational Objectives, Program Evaluation, Secondary Education, *Secondary Schools, Self Evaluation (Groups)
Identifiers-Kansas

This document presents a summary of the goals and activities suggested for external evaluation teams for Kansas high schools. The total evaluation process has three parts. First the school engages in a long and comprehensive self-study, which produces data reflecting the faculty's own perception of the school. This is followed by an intensive two- or three-day evaluation by the team of visiting professionals, whose activities are the main subject of this document. The final part is the school's own follow-through efforts to engineer the recommended changes and improvements. Evaluation team members are instructed to evaluate the school's own self-evaluation and to refer exclusively to the school's own stated purposes and objectives. A number of lists of questions are given to direct the efforts of the evaluation team in examining organizational climate, administration and staff, program design and components, student activities, guidance and other services, instructional media, auxiliary services, physical facilities, and district support. (Author/CTM)

ED 185 078 TM 800 070

Ogden, Jane

Austin Independent School District School Campus Longitudinal Trends 1974-75 through 1978-79. Vol. I: Elementary Schools Allan-Lee and District Summaries: Publication Number 78.88. Vol. II: Elementary Schools Linder-Zilker: Publication Number 78.89. Vol. III: Juqior High Schools and District Summaries: Publication Number 78.90. Vol IV: Senior High Schools and District Summaries: Publication Number 78.91.

Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date- 79
Note-1,012p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF07/PC41 Plus Postage.
Descriptors-*Achievement Tests, Elementary Secondary Education, Institutional Characteristics, *Local Norms, Longitudinal Studies, *Testing Programs, Test Norms
Identifiers-*Austin School District TX, California Achievement Tests, Sequential Tests of Educational Progress

Achievement test results, together with other relevant information, are recorded for all of the schools in the Austin (Texas) Independent School District. The data are presented in terms of medians and first and third quartiles for all schools combined and for each school separately. Volumes I and II present the data for elementary and sixth grade schools alphabetically: volume I for Allan through Lee and volume II for Linder through Zilker. Volume III presents the data for junior high schools and volume IV for senior high schools. The California Achievement Tests (CAT) were used for elementary schools and junior high schools while the Sequential Tests of Educational Progress (STEP) were used for the high schools. Data are presented separately by school year for five years beginning with 1974-75. The school characteristics data include: number of students enrolled, percent attendance, pupil-teacher ratio, percentage of low-income students, ethnic distribution (Mexican-American, Black, or Anglo), and major special programs. (Author/CTM)

ED 185 141 UD 020 200

McAdoo, Harriette Pipes

The Extended Kin Network and Socialization of Children in Upwardly Mobile Black Families.

Pub Date- 78

Note-18p.; For related documents see UD 020 192-209 and ED 181 100

Available from-Not available separately; See UD 020 192

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Black Culture, *Blacks, Extended Family, *Family Characteristics, Family Influence, *Middle Class, Middle Class Standards, *Racial Differences, *Socialization, *Social Mobility

The theoretical orientation of this study of the extended, black, middle-class, is two-fold: (1) the socialization of children in black families differs from other families because of their nonsupportive wider environment, and (2) the extended kin network facilitates upward mobility. To test these hypotheses, 305 black parents were questionned with controls placed for demography, mobility patterns, and family type. It was found that black middle class families superficially resemble other middle class families. However, internal differences became apparent. Black families felt themselves to be unique from all the other ethnic groups. Many cultural traits were evident in the extensive involvement in kin help patterns. A distinct difference from comparable white families was the awareness of oppression. The data from these families indicate that although they have obtained all of the economic lifestyle trappings of their class, they are continually placed under the tension of transcending race as they attempt to maintain stability in their families. (Author/RLV)

ED 185 204 UD 020 476

David, Jane L.

A Descriptive Study of Title I Summer Programs.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report NO.-SRI-RR-EPRC-25

Pub Date-Mar 79

Note-46p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Admission Criteria, *Compensatory Education, *Educational Legislation, Elementary Secondary Education, Eligibility, *Program Costs, Program Descriptions, State Federal Aid, *Summer Programs

Identifiers-*Elementary Secondary Education Act Title I

This study focuses on the current practices of summer programs funded under Title I of the Elementary and Secondary Education Act. Information provided includes the types of programs that have been implemented, the populations they serve, and the programs' costs. Data presented from a national survey as well as from individual State education agency reports suggest that Title I summer programs are neither widespread nor increasing in number. Information gathered from Wisconsin, Georgia, and Oregon, indicates that existing programs tend to be conducted at the elementary school level, are academically oriented, and run for approximately six weeks each. Staff and student attitudes are described as generally positive. In addition, a number of legal considerations particular to Title I summer programs are discussed, including: (1) student eligibility and selection criteria; (2) the programs' geographical locations and reach; and (3) the absence of a normal State or local contribution to summer programs, which creates difficulties in applying the prohibitions of supplanting and other related rules. It is concluded that Title I summer programs generally provide as much or more instruction than school year programs at less cost per student. (Author/GC)

ED 184 906 SO 011 923

Teaching Music Grades K-4. Curriculum Bulletin 1978-79, Series No. 7.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Pub Date-79

Note-99p.

Available from-Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($6.00)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Curriculum Guides, Elementary Education, Listening Skills, *Music Activities, Musical Instruments, Music Appreciation, *Music Education, Music Reading, Music Techniques, Singing

This guide contains lesson plans for music teachers and music specialists in grades K-4. The role of music education is to provide a balanced exposure to all music and musical experiences, allowing students to develop tastes and skills based upon a broad knowledge of music. The guide consists of two levels. The first half of the guide contains lessons for use in grades K-2; the second half includes lessons for grades 3-4. Each level contains a scope and sequence chart and is organized by the following six areas of musical development: rhythm experiences, singing, listening, playing instruments, reading music, and creating music. Students are involved in many activities including dancing; singing; recording and listening to their own voices; playing rhythm sticks, the tambourine, and the triangle; and reading music. Background notes to the teacher are provided. Procedures to follow, preparation necessary, and evaluation techniques are provided for each lesson. (Author/RM)

ED 184 963 SO 012 507

Agocs, Carol And Others

Ethnic Detroit in Maps: 1970.

Michigan Ethnic Heritage Studies Center, Detroit.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-75
Note-51p.; For related documents, see SO 012 508-514.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Census Figures, *Computer Programs, Data, Demography, Economic Status, *Ethnic Distribution, *Ethnic Groups, Ethnic Origins, Housing, Immigrants, Maps, Profiles, Social Characteristics, Statistical Analysis, Statistical Data
Identifiers-Detroit Metropolitan Area Data System, Ethnic Heritage Studies Program Act, Michigan (Detroit)

This report discusses the capabilities of a computer program called the Detroit Metropolitan Area Data System (DMADS) which was developed to make it possible to manipulate and analyze data from the U.S. census. At the present time the DMADS can be used to generate statistical data and maps of the seven county Detroit area. DMADS contains 2500 items of information, or variables, for each census tract. Some of the information stored in DMADS are ethnic data. These data describe the housing and economic and social characteristics of each tract. Other kinds of ethnic information contained in the system include country of origin of the various groups and mother tongue data. Information on numbers of people of Spanish origin and data on year of immigration can also be obtained from DMADS. The computer can manipulate the variables statistically (but not cross-tabulate them) and combine them to form new variables and map them at various scales. Other topics discussed in the document are limitations of the census data and how the public can access the DMADS. Examples of contour maps from DMADS accompanied by interpretive notes are included in this document. (Author/RM)

ED 185 008 SP 015 722

Steffensen, James P. And Others

Teacher Corps Evaluation.

Nebraska Univ., Omaha. Center for Urban Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-78

Contract-300-77-0156

Note-168p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Accountability, Educational Finance, *Evaluation Criteria, *Formative Evaluation, Government Role, Program Development, *Program Evaluation, Teacher Education

Identifiers-Teacher Corps

The papers selected to provide this resource deal specifically with evaluations of the Teacher Corps as opposed to evaluation of issues and problems generally. The first paper does address concisely the current dialogue in the educational evaluation community, but its role in this publcation is secondary to discussion of evaluation activities in the Teacher Corps today. The second paper offers a critique of ten years of evaluation of the Teacher Corps and also address the alternatives available to federal programs. It also discusses choices made by the Office of Education and Teacher Corps among those alternatives. The final paper is a statement of the work accomplished by the Evaluation of Teacher Corps Program 78 and Program 79. (Author/JD)

Davies, Don

Improving the Effectiveness of Urban Schools: Citizen Participation.

Pub Date-Dec 79
Note-11p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Citizen Participation, *Community Control, *Community Involvement, Community Organizations, Community Role, Compliance (Legal), *Decision Making, Elementary Secondary Education, *School Community Relationship, *School Policy, Urban Education, Voluntary Agencies

A vast number of different types of citizens' groups participate in the educational process with differing degrees of involvement. Besides school-oriented groups, there are child advocacy and neighborhood associations, other citizens groups that have broad concerns but are in part interested in schools, and the advisory committees created by legal mandates. Little power has actually been transferred to citizens because professionals and school boards resist sharing power and collective bargaining agreements have diminished citizen access to decision making. The strongest challenges to both local and professional autonomy now come from Federal and State mandates for citizen participation. Shared power is a realistic objective, but it can only be achieved if mandated citizens' groups are given authority, support, and access to information, and if voluntary citizens' groups, which are more likely to reflect diverse community interests than mandated groups, are strengthened. (Author/MK)

Carpenter, Thomas P.
The Effect of Instruction on First-Grade Children's Initial Solution Processes for Basic Addition and Subtraction Problems.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Grant-NIE-G-80-0117
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Contains light and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Addition, Elementary Education, *Elementary School Mathematics, *Learning Processes, *Mathematics Instruction, Number Concepts, *Problem Solving, Subtraction
Identifiers-*Mathematics Education Research

This study investigated the effect of initial instruction on the processes children use to solve basic addition and subtraction verbal problems. Prior to instruction and following a 2-month introductory unit on addition and subtraction, 43 first-grade children were individually tested on verbal problems representing different models of addition and subtraction. Prior to instruction, children's solution processes modeled the action or relationships described in the problem. Following instruction, they generally used a separating strategy for all subtraction problems. Although they could solve the problems, few children could coordinate their solutions with the arithmetic sentence they wrote representing the problem. (Author/MK)

ED 184 925 SO 012 440

Chasse, Puul P.

Franco-American Ethnic Heritage Studies Program. Contributions of the French to America: Dissemination of Materials.

Pub Date-75

Note-189p.

Language-English; French

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Acculturation, *Cultural Awareness, Cultural Background, Cultural Education, Cultural Influences, Elementary Secondary Education, Ethnic Origins, *Ethnic Studies, *French, Junior High Schools, Learning Activities, *Social Studies, Sociocultural Patterns, United States History, *Units of Study

Identifiers-Ethnic Heritage Studies Program Act, France, Franco American Ethnic Heritage Studies Program

The document contains 12 units suitable for use in junior and senior high school social studies classes on experiences and acculturation of first and second generation French people in the Northeastern United States. Each unit is presented in both the English and French language. Units are entitled Education,'' The Family,'' Arts and Literature,'' Church,'' History,'' Traditions,'' Youth,'' Labor and Economics,'' Societies,'' Politics,'' Language and Assimilation,'' and The Media.'' For each unit, information is presented on background (in France and among people of French background in America) and activities. Activities involve students in interviewing Franco-American community members, studying statistical tables, preparing psychohistories and geneologies of French families, analyzing photographs of French Americans, debating and discussing issues in class, preparing French foods, and participating in celebrations with a French background. (DB)

ED 184 945 SO 012 479

Seif, Elliott

Learning Activity Packets for High School Social Studies, American Studies, American History and Low Achieving Students Course I.

Urban Career Education Center, Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 74
Note-276p.; For a related document, see SO 012 480. Not available from EDRS in paper copy due to light and broken print type throughout original.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, Communication (Thought Transfer), Decision Making, Educational Objectives, Ethnic Groups, Futures (of Society), *Humanistic Education, Immigrants, *Learning Activities, *Low Achievement, Secondary Education, Self Evaluation (Individuals), *Social Studies, United States History, Units of Study

The document presents student learning packets designed to provide an alternative social studies experience for high school students. The objective is to enable students to better understand themselves and their environment and other individuals and groups. Written at a junior high school reading level, the packets are intended to be used with low achieving secondary students, although they can be adapted for average students. The packets present nine units of study, which are entitled Thinking about Myself,'' Thinking More about Myself,'' What People Think about Me,'' What I Think of Others,'' How People Communicate,'' Why People Act the Way They Do,'' The Black Experience in America,'' Some Groups that live in America,'' and What Will Happen in the Future?'' The units focus on historical and contemporary examples and activities designed to stimulate thinking and decision-making skills. An overview page for each unit offers a summary statement of content, lists 4-8 main topics covered, explains why the unit is important, and states skills and tools needed (junior high reading level ability and a dictionary). A goal statement, 3-7 educational objectives, and 4-8 activities are detailed for each main topic. Activities include readings, writing, research, and discussion, as well as decision making and opinion exercises. The final activity for each unit directs learning summarization. (CK)

Hunter, Lisa K. And Others
Sources of Strength: Women and Culture. A Teacher's Guide.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-79
Note-667p.; For a related document, see ED 178 426.
Available from-Education Development Center, 55 Chapel Street, Newton, MA 02160 ($13.00 plus shipping and handling costs)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, Chinese Americans, Cultural Background, Cultural Influences, *Economic Status, Educational Objectives, *Females, *Individual Power, *Multicultural Education, *Political Power, Secondary Education, Social Change, Socialization, Teaching Guides, Teaching Methods, United States History, Units of Study, *Womens Studies
Identifiers-China, Nigeria

The document presents teaching methods, content, and learning activities for units in multicultural women's studies for secondary students. The major objective is to help students answer the question,

How much control can a person exercise over her/his own life?'' Students learn about the ways women have lived their lives and perceived their choices, and relate this information to their own lives and choices. The document is presented in five chapters. Chapter I, an introduction to the curriculum, discusses origins of the project, rationale, content, and teacher preparation. Chapter II is a unit on socialization and its impact on personal choice. Chapter III, the major part of the document, consists of four topics as well as an essay entitled Women's Power.'' Topics cover the traditional, historical, personal, and changing roles of women in Africa (Nigeria), women in China, African-American women, and Chinese-American women in relation to societal influences and economic, political, and personal power. Chapter IV discusses oral history interviewing, while Chapter V deals with students' expectations of themselves in their personal lives. Each of the content chapters include an introduction, educational objectives, readings, teacher notes, teacher background material, and various learning activities interspersed throughout the text. Activities include reading, film viewing, listing, comparing, discussing, and interviewing. An annotated bibliography of books and audiovisual materials for students concludes each chapter. (CK)

ED 185 033 SP 015 833

Leavitt, Howard B., Ed. Klassen, Frank H., Ed.

Teacher Education and National Development. International Perspectives on the Role of Teacher Education in Nation Building. Proceedings of the International Council on Education for Teaching (ICET) World Assembly (26th, Seoul, Korea, August 6-10, 1979).

International Council on Education for Teaching, Washington, D.C.
Pub Date-79
Note-112p.
Available from-The International Council on Education for Teaching, One Dupont Circle, Washington, DC 20036 ($6.00).
Pub Type- Collected Works - Proceedings (021) - Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Change Agents, Cultural Influences, *Educational Innovation, Educational Research, Foreign Countries, Higher Education, *Inservice Education, Instructional Improvement, *Political Issues, *School Business Relationship, *Social Influences, *Teacher Education, Teacher Effectiveness

The first section of this book deals with the concept of education as a developmental tool for the individual and for social institutions. Educational development is perceived as directed towards the problems of poverty and deprivation, social equality, quality of the environment, and participation in political processes. Section Two deals with inservice education as an effective response to the need for changes. In the third section a discussion is presented of innovations in teacher education and national research bases needed for reforms in education. The final section focuses on the importance of a dialogue between higher education and the corporate world. (JD)

ED 185 100 TM 800 105

Haladyna, Tom Roid, Gale

The Role of Instructional Sensitivity in the Empirical Review of Criterion-Referenced Test Items.

Pub Date- Apr 80

Note-29p.; Tables marginally legible. Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests, Bayesian Statistics, Course Objectives, *Criterion Referenced Tests, Difficulty Level, *Item Analysis, Latent Trait Theory, Models, Pretests Posttests, *Test Construction, *Test Items, Test Theory, *Test Validity

Identifiers-Classical Test Theory, *Discrimination Index, *Instructional Sensitivity, Item Discrimination, Test Analysis

An empirical review of test items is described as an essential step in criterion-referenced test development. The concept of test items' instructional sensitivity is introduced, and research is briefly reviewed which describes four theoretical contexts in which instructional sensitivity indexes have been observed: criterion-referenced; classical test theory; Bayesian statistics; and latent trait theory. The study described in this report uses a wide range of item characteristics that transcend the four previously-mentioned approaches; encompasses instructional settings that vary in effectiveness; and has sufficient numbers of items and examinees for each test. The relationship of putative instructional sensitivity indexes to the traditional concepts of item difficulty and item discrimination is explored, using 17 item characteristic indexes.

Results strongly suggest that instructional sensitivity is a uqique and useful concept in criterion-referenced test development. (Author/GDC)

ED 185 121 TM 800 162

Dermen, Diran And Others

Guide to Factor-Referenced Temperament Scales, 1978.

Educational Testing Service, Princeton, N.J.

Spons Agency-Office of Naval Research, Washington, D.C.

Report NO.-NR 150 329

Pub Date-Dec 78

Contract-N00014-71-C-0017

Note-116p.

Available from-Educational Testing Service, Center for Assessment in Research and Human Development, Princeton, NJ 08541 ($7.00).

Pub Type- Reports - Evaluative (142) - Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Factor Structure, Literature Reviews, *Personality, *Personality Measures, Personality Studies, *Personality Traits, *Self Evaluation (Individuals)

Identifiers-Factor Referenced Temperament Scales, Temperament

This guide provides research workers with a means of identifying certain self-report temperament factors in factor analytic studies. It is intended to promote interpretation and comparison of one factor study with another. The body of the guide is organized in 28 sections, one for each factor, followed by the reference section and an appendix listing the published instruments containing recommended marker scales. At the top of each section the factor name, its symbol, and the descriptions of its subfactors or item categories are given, usually stated in bipolar terms. The literature supporting the factor is discussed, as are the results of the authors' studies attempting to confirm the factor. Where the newly constucted marker scales succeeded in marking the given factor, the individual items are presented. Where published scales are

judged appropriate as markers for the factor, the names of the scales and the inventories containing them are given. (Author/CTM)

ED 185 142 UD 020 201

Franklin, Anderson J. Frumkin, Yvette J.

Verbal Recall in Learning Disabled Children with Memory Dysfunctions: A Pilot Study.

Pub Date- 77

Note-6p.; For related documents see UD 020 192-209 and ED 181 100

Available from-Not available separately; See UD 020 192

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Classification, Cognitive Processes, *Cues, Elementary Education, *Learning Disabilities, *Learning Processes, *Memory, Minority Group Children, *Recall (Psychology), *Retention (Psychology), Underachievement, Word Lists

In this pilot study, the effect of experimenter cuing on recall and organization of response was analyzed and compared between subjects identified as learning disabled with an isolated memory impairment (LDMI), learning disabled without an isolated memory impairment (LDO), and normal controls (N). Six subjects were selected for each group after extensive examination on a prescreening battery. All subjects were tested under free recall and constrained recall conditions. Subject-generated and group-generated word pools were used for compiling word lists as a control for item familiarity and cultural bias in word frequency norms. Results show a substantial increase in performance for the cued recall task above the free recall task for all groups. Although no interaction effects were demonstrated, the LDMI group seemed to benefit the most under the organization imposed (cued) condition. Suggestions for further research and implications for diagnostic and ameliorative proscriptive techniques were discussed. (Author)

ED 185 163 UD 020 357

John-Steiner, Vera Smith, Larry

What Do We Know About Teaching and Learning in Urban Schools? Volume 8: The Educational Promise of Cultural Pluralism.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-56p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Basic Skills, *Cognitive Development, Cognitive Processes, *Cognitive Style, Cultural Differences, *Cultural Influences, Elementary Secondary Education, *Minority Group Children, Racial Differences, Racial Factors, Social Differences, *Social Influences, Urban Schools

An interaction exists among cognitive processes, basic learning skills, and the cultural and social contexts in which they develop. Primary socialization experiences, those that children are exposed to in their personal, immediate lives, form a fundamental basis for cognitive development. In secondary socialization settings children acquire specific learning skills. Poor and minority students do not encounter favorable circumstances for cognitive development in schools. An external, societal norm is imposed upon these children without recognition of the cognitive processes already developed in primary socialization settings. Schools tend to ignore or consider irrelevant anthropological, sociological, and psychological data offering evidence that cultures differ in how they perceive and cognitively organize the world of experience. Schools make a critical mistake in assuming that the same basic skills developed in the dominant culture will be meaningful and useful in other cultural systems of knowledge. The functional analysis of the use of academic skills is necessary as a framework for creating curriculum applications. An interactionist paradigm offers the most promise for investigation of and experimentation with functional learning systems. (Author/MK)

ED 185 184 UD 020 418

The Fresh Start Minischool. E.S.E.A. Title IV-C, Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Jan 80

Note-43p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Dropout Prevention, Dropout Rate, *High Risk Students, High Schools, *Individualized Instruction, Learning Motivation, Low Achievement, *Mastery Learning, *Nontraditional Education, Program Descriptions, *Program Evaluation, Self Esteem

One huqdred twenty-five students found to have few areas of skill mastery were selected to form the Fresh Start Minischool (FSMS). The Fresh Start approach was characterized by individualized instruction in four academic areas (Social Studies, English, Mathematics, and Science). Students proceeded at their own pace and acquired skills according to a sequence of learning tasks. Teachers emphasized a no fail philosophy and focused on student self esteem and motivation. Teachers also participated in staff development workshops. Findings of the program's evaluation indicated: (1) students made significant gains in reading and math as a result of the FSMS program; (2) teachers were consistent in their implementation of the program; (3) FSMS students stayed in school; and (4) participants' attitudes toward themselves and the program were positive. Tables of data are included and sample program forms are appended. (Author/MK)

Tannenbaum, Aron G.

Teaching Political Science Without Bureaucratic Constraints: The Governor's School Experience.

Pub Date-79
Note-13p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, DC, August 31-September 3, 1979). Not available in paper copy from EDRS due to light print type of original document.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academically Gifted, *Bureaucracy, Course Objectives, Course Organization, *Curriculum Development, *Educational Needs, Higher Education, High School Students, *Intellectual Disciplines, *Political Science, Program Descriptions, Student Characteristics

Development of political science courses on the college level is discussed in light of bureaucratic and disciplinary constraints. Bureaucratic constraints are interpreted to include clearance from institutional superiors, adequate student enrollment, adequate personnel and research resources, and relevance to undergraduate political science study. Disciplinary constraints mandate that the content of a proposed course meet generally accepted criteria for what constitutes a course in political science. It is hypothesized that bureaucratic constraints are more familiar, more confining, and have less legitimacy in the eyes of most political scientists than disciplinary constraints. Data used to test these hypotheses are based on personal experience developing a political science program for a six-week intensive summer school for academically gifted high school students (the Governor's School of South Carolina). Objectives of the program were to minimize bureaucratic constraints and to encourage faculty and students to pursue their chosen disciplines. Despite the lack of bureaucratic constraints, faculty encountered problems developing courses. Problems included selecting the most appropriate subject matter and placing disciplinary criteria above personal or student-centered criteria. On the basis of this case study, it is suggested that political scientists are so accustomed to bureaucratic constraints that they may be at somewhat of a loss to proceed when these constraints are absent. (DB)

ED 185 009 SP 015 725

Rice, Eileen

Getting Future Teachers To Think about Teaching in the Future.

Pub Date-Oct 79
Note-13p.; Paper presented at the convention of the Education Section of the World Future Society (2nd, Minneapolis, MN, October 18-21, 1979).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Needs, *Educational Philosophy, Elementary Secondary Education, *Futures (of Society), *Learning Activities, Teacher Education, *Teacher Education Curriculum

The author contends that teacher education courses must begin to encourage future teachers to think constructively about the future and how it will affect them personally and as members of society. The appropriate place of the futuristic material is discussed, and the inclusion of such studies in traditional History of Education and Philosophy of Education courses is suggested. A description is given of the way in which one small college incorporated a futurisitc perspective into regular teacher education courses. Detailed examples of exercises used by that college are given. Information regarding the aim, source or recommended text to be used, classroom procedure, time requirements, and necessary materials for each of the suggested exercises is included. (LH)

ED 185 058 TM 800 033

Behuniak, Peter, Jr. Gable, Robert K.

A Longitudinal Study of Self-Concept and Locus of Control for Persisters in Six College Majors.

Pub Date-Oct 79

Note-19p.; Paper presented at the Northeastern Educational Research Association (Ellenville, NY, October, 1979).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence, Analysis of Variance, Factor Analysis, Higher Education, *Locus of Control, *Longitudinal Studies, *Majors (Students), *Self Concept, Self Concept Measures, *Undergraduate Students

Identifiers-National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study (NLS) for a sample of students who had completed a four-year college course were examined for difference in locus of control (LOC) and self concept (SC) of persisters and changers in six college majors. Data were based on two four-item five-point questionnaire scales which were administered in 1972, 1973, 1974, and 1976. Data for each of the four years were factor analyzed separately with very similar results. Students were classified by college major into six categories and within each category were separated into two groups: those who persisted in the same major and those who did not. A repeated-measures analysis of variance for each of the college majors showed consistent increases in the self-concept scores over the four-year period. With respect to locus of control, three of the six majors showed steadily increasing scores; two majors also showed overall increases, but not a steady progression; and the remaining major had virtually the same score throughout the period. (Author/CTM)

ED 185 205 UD 020 477

Improving Compensatory Education Through Changes in ESEA Title I; Discussion Draft.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date- 77
Contract-300-76-0025
Note-72p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Change Strategies, *Compensatory Education, Educational Change, *Educational Improvement, Educationally Disadvantaged, Elementary Secondary Education, Program Improvement
Identifiers-*Elementary Secondary Education Act Title I

This paper considers the following methods for altering ESEA Title I to improve compensatory education: increasing participation of secondary students; designing longitudinal projects that follow children through the grades; encouraging evaluations to follow children longitudinally, and to assess sustained effects; experimenting with projects to use the summer months in a more productive way; and creating legal'' alternatives to pullout programs. Options are presented for accomplishing each goal. Each option describes actions that could be taken to bring Title I more in line with research findings about compensatory education. General encouragement of positive change is discussed as an alternative if these options are found to be unacceptable. Resource materials, sample legislation, and additional discussion of options are appended. (MK)

ED 184 964 SO 012 508

Anderson, James M.

The Evolution and Probable Future of Ethnic Heritage Studies.

Michigan Ethnic Heritage Studies Center, Detroit.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-30 Nov 79

Note-22p.; For related documents, see ED 117 234, SO 012 506 514. Paper prepared for the Conference of the Inter-Collegiate Academic Council on Ethnic Studies (Cleveland, OH, November 30, 1979).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians, Blacks, Educational Benefits, *Educational History, Ethnic Groups, Ethnicity, *Ethnic Studies, *Federal Legislation, Minority Groups, Needs

Identifiers-*Ethnic Heritage Studies Program Act

This paper presents the educational history of the Title IX Ethnic Heritage Studies Program. The paper is based on the author's doctoral dissertation from the University of Michigan, 1978, entitled Government Support to Ethnicity.'' The first part of the paper places the development of the ethnic studies program in historical perspective. Historically, the concepts of race, nationality and ethnicity have neither been clearly defined nor equitably treated in U.S. government policy. Slavery was tolerated for almost 100 years, and prior to 1871, American Indian tribes were legally viewed as conquered nations to whom the government owned protection under its signed treaties. Prior to 1968, the federal government had no special programs or policies for children who lacked English language proficiency. The second part of the paper discusses the legislation that created the Ethnic Heritage Studies Program which is the result of a long process of national and local organization, private financing, and a shift in public consciousness. The movement to create a federal program for ethnicity has its roots in the black consciousness and social revolutions of the 1960's. The ethnic studies program became official on June 23, 1972 when the bill was signed by President Nixon. However, no funds were appropriated until 1974. The accomplishments of the Title IX program from 1974 to the present are many. It has initiated over 300 ethnic activities and programs in almost every state, has been responsible for the creation of new curriculum materials about most of the ethnic groups in America, and has resulted in hundreds of new resources being disseminated to tens of thousands of students at all grade levels and to community persons. (Author/RM)

ED 185 079 TM 800 072

Competency Handbook.

Ohio State Dept. of Education, Columbus.

Pub Date- 78

Note-48p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Criterion Referenced Tests, *Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Guidelines, *Minimum Competencies, *Program Development, *Program Evaluation, *Remedial Programs, School Districts, State Standards, Student Evaluation, Teacher Participation, Test Construction, Testing Programs, Test Selection

Identifiers-Ohio

To comply with Ohio state standards, guidelines are provided for local school districts to organize a competency program. Five steps are outlined: (1) planning the program, including budgeting, scheduling, inservice training, coordinating advisory and working committees, and ensuring public awareness; (2) establishing competencies, by developing or reaffirming district goals, defining objectives, and writing measurable objectives; (3) measuring competencies by using either commercial or district-developed tests, other performance measures, or by teacher involvement in defining competencies and observing students; (4) setting minimum standards of performance; and (5) providing remedial instruction for those students who have not performed at an acceptable level. A checklist of evaluation questions is provided to help assess program effectiveness. (CP)

ED 185 185 UD 020 419

Aquila, Frank, Ed. Stoehr, Jane, Ed.
School Desegregation: A Model at Work.
Indiana Univ., Indianapolis. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-OEG-005-0154
Note-124p.
Pub Type- Collected Works - General (020) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Bilingual Education, Black Culture, Change Strategies, Civil Rights Legislation, Court Doctrine, Elementary Secondary Education, English (Second Language), *Equal Education, Females, Futures (of Society), *Minority Group Children, Public Policy, *School Desegregation, *Social Discrimination, *Urban Education

This volume presents a series of papers by educators involved with the issues of race, sex, and national origin desegregation. The focus is on provision of equal educational opportunities and the development of quality integrated education. The papers included are: (1) Advocating Change in the White Male Club'' by Bruce Gibb and Robert Terry; (2) Education: Integration, Welfare and Achievement'' by Barbara A. Sizemore; (3) Cultural and Academic Stress Imposed on Afro Americans: Implications for Educational Change'' by William C. Parker; (4) Toward the Development of Minimal Specifications for Lau-Related Language Assessments'' by Josue M. Gonzalez and Ricardo Fernandez; (5) Impact of Desegregation: A Historical and Legal Analysis'' by J. John Harris, III; (6) Warmest Personal Regards'' (anonymous); (7) New Directions in Desegregation Litigation'' by Martha M. McCarthy; (8) The Burger Court and School Integration, 1978: The End of the Second Reconstruction Period, 1954-1974'' by Frank Brown; (9) Desegregation: Futuristic Considerations'' by David G. Carter; and (10) U.S. v. Board of School Commissioners, Indianapolis: A Case in Point'' by Frank D. Aquila. (MK)

Chase, Francis S.

Improving the Effectiveness of Urban Schools: Educational Research.

Pub Date-Dec 79
Note-27p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Change Strategies, *Educational Improvement, Educational Responsibility, Elementary Secondary Education, *Program Design, *Program Effectiveness, *Program Improvement, Research Utilization, *Urban Education

An analysis of data collected from 30 urban districts indicates that there are encouraging developments in urban education which are exemplified by a number of successful programs. These include work-study programs, arts in education programs, programs which incorporate community resources, and alternative education programs. Five generalizations can be made about successful programs: (1) Federal intervention has encouraged innovation; (2) local factors are crucial to program success, specifically effective leadership; (3) continuous program evaluation is of critical importance; (4) most successful programs emphasize student choice and responsibility; and (5) programs now in use with the disadvantaged can be made available to all students. There are four essential conditions for revitalizing urban education. Equitable allocation of resources must be made, including discovery of ways to attract and keep creative teachers in difficult situations. Adaptations to individual student differences must be continuously sought. The total urban environment must be utilized. Finally, ways to recognize effort and creativity and to create environments which promote high achievement must be found. (Author/MK)

ED 184 885 SE 030 560

Davis, Robert B.

Alternative Uses of Computers in Schools: Cognitive vs. Natural Language Statements.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Apr 80

Contract-C-723

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). Some figures may not reproduce clearly.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Oriented Programs, *Educational Research, Elementary Education, *Elementary School Mathematics, Man Machine Systems, Mathematics Curriculum, *Mathematics Instruction, Program Descriptions, Programing Languages

Identifiers-*Mathematics Education Research

Presented is a report on a Research and Development program in the use of computer-assisted instruction to teach mathematics in grades 4 through 6. Approximately 60 computer terminals of the PLATO type were installed in elementary school classrooms, 4 terminals per classroom. Each student received one-half hour of mathematics lessons, via computer, each school day, plus whatever instruction the teachers chose to provide. The CAI in question was not the usual sort, using frame-by-frame presentations of content via natural language instruction. Instead, it was based upon the Madison Project strategy of paradigmatic learning experiences, and was presented to students via a computer system having a good audio-visual interface between computer and child. Several independent third-party evaluations of the computer-based curriculum have been carried out. These evaluations indicate positive results for the curriculum in terms of achievement and attitude. (Author/MK)

ED 184 926 SO 012 441

A Guide to Two Cultures American...Social Security Administration (DHEW), Washington, D.C. Office of Family Assistance.
Pub Date- 79
Note-27p.
Language-English; Vietnamese
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Asian Americans, Cambodians, *Cultural Awareness, *Cultural Background, Cultural Context, Cultural Differences, *Indochinese, *North American Culture, Postsecondary Education, Vietnamese, Vietnamese People

Written for the Indochinese adult immigrant and the American sponsor, friend, or teacher, the document describes the cultures both in English and Vietnamese. The first part is a guide to the American culture. It explains American characteristics that may seem puzzling to a foreigner: the value placed on achievement and hard work, the highly kinetic society, the consumption of natural resources, informality, lack of tradition, generation gaps, crime, volunteerism, and the independence of the American woman. The second part explains the Indochinese way of life in a dictionary format. It covers American institutions that may need explaining to an Indochinese person: banks, burials and funerals, charge accounts, employer-employee relations, and manual labor. Indochinese customs that need explanation to Americans include the lunar calendar, attitudes toward children, distrust of strangers, the allegiance to family, and actions which Indochinese people consider offensive behavior. (KC)

ED 185 034 SP 015 834

Leavitt, Howard B., Ed. Klassen, Frank H., Ed.

The Quest for Excellence in Teacher Education. International Perspectives on Improving the Quality of Teacher Education. Proceedings of the World Assembly of the International Council on Education for Teaching (25th, Rio de Janeiro, Brazil, July 24-28, 1978).

International Council on Education for Teaching, Washington, D.C.
Pub Date-78
Note-122p.
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Business Education, Educational Innovation, *Educational Needs, Foreign Countries, Global Approach, Higher Education, *Needs Assessment, Open Education, *Teacher Education, *Teacher Motivation

This document contains the proceedings of the 25th World Assembly of the International Council on Education for Teaching. The Assembly focused on the topic of improving teacher education on a global scale. Leading educators from every continent participated in workshops, plenary sessions, and group discussions on a variety of topics dealing with the assessment of educational efficiency, educational technology in teacher education, performance based teacher education, the power of motivation in teaching, rural education, nonformal education, innovation in teaching, and new directions in higher education. A special seminar for businessmen concentrated on the relationship of business and industry to higher education. Selected and edited papers and speeches addressing these topics are presented. (Author/LH)

ED 185 059 TM 800 037

McLarty, Joyce R.

Multi-Level Item Analysis.

Pub Date-11 May 79
Note-40p.; Paper presented at the Annual Meeting of the California Society of Educational Program Auditors (5th, San Francisco, CA, May 11, 1979). Figure 1 is marginally legible due to small print size.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analysis of Variance, Biology, Correlation, Group Membership, Individual Differences, *Item Analysis, Junior High Schools, *Sampling, Science Tests, Test Interpretation, *Test Items
Identifiers-International Assn Evaluation Educ Achievement

A new approach to item analysis, concerned not only with differences among individuals, but also differences among the groups in which the individuals may have membership, is described. This multi-level aspect may be applied to studies of differences among individuals, classes, and schools, depending upon the kind of problem being studied and the manner in which the sample is obtained. Most educational data are multi-level; data are collected from individuals (students, teachers) within groups (classrooms, schools). Observed group effects may be the result of the ways in which individuals are selected into the groups or of the effects on individuals of the programs and processes which take place within the groups. Empirical item analysis usually combines information from students in multiple groups, resulting in reliability and validity coefficients which combine between and within group relationships. Application of multi-level regression techniques to item analysis is presented, using biology test data for the United States from the International Association for the Evaluation of Educational Achievement Six-Subject Survey. Statistical procedures for disaggregating the between and within group relationships are presented, and possible interpretation of the results and implications for program evaluation are discussed. (Author/CTM)

School Staff Evaluation in New Jersey.

New Jersey School Boards Association, Trenton.; Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Feb 79
Note-259p.
Available from-Research for Better Schools, Inc., 444 North Third St., Philadelphia, PA 19123 ($15.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Administrator Evaluation, Boards of Education, Compliance (Legal), Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Job Analysis, Legal Responsibility, Occupational Information, *Personnel Evaluation, Policy Formation, *School Personnel, *State Legislation, State School District Relationship, State Standards, Superintendents, *Teacher Evaluation
Identifiers-New Jersey, *New Jersey Administrative Code Education Title 6

This handbook, produced largely as a result of the adoption of New Jersey's regulation for the evaluation of tenured teaching staff members (NJAC 6:3-1.21), recommends processes which will assist local school districts in complying with the law. Three major sections are presented: (1) the regulations a copy of a New Jersey Administrative Code, Education, Title 6:3-1.21; guidelines of the state education department; roles and responsibilities of boards of education and chief school administrators; and a management plan; (2) detailed suggestions on carrying out a staff evaluation program, including recordkeeping, indicators of effectiveness, reporting, and development of school district policy; and (3) other factors, such as preparing written policy, developing job descriptions, superintendent evaluation, school board evaluation, legal issues, and negotiations. Exhibits include sample policies concerning evaluation; a matrix of staff responsibilities; evaluation criteria; methods of data collection and persons able to provide different types of information; job descriptions; rating scales for evaluating superintendents, school boards, and teachers; a glossary; and a bibliography. (GDC)

ED 185 122 TM 800 166

Walsh, James A. And Others

Influence of Response Sets on Authoritarian and Non-Authoritarian Attitude Scales.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Anti Semitism, *Authoritarianism, Dogmatism, Ethnocentrism, Factor Analysis, *Factor Structure, Higher Education, *Personality Assessment, *Personality Measures, *Response Style (Tests), *Social Attitudes, Test Items, Totalitarianism

Identifiers-Adorno (T W)

An attempt was made to examine authoritarian and non-authoritarian scales of social attitudes and their reversals as a function of: (1) content consistency; (2) acquiescence; and (3) a tendency to use extreme categories of response. The study questioned whether Adorno's fascism (F), dogmatism (D), ethnocentrism (E), and anti-Semitism (A-S) scales measure authoritarian attitudes or whether the responses obtained are systematically biased in some way unrelated to overt content variables. A pilot study, which involved 75 male and 75 female college students, did not elicit the expected factor structure. Instead, eight factors emerged which were later replicated in a sample of 250 male college students. The eight factors showed responses to the F and D scales to be highly determined by an agreement response bias, whereas E and A-S are largely content-determined. Distinct sets to employ extreme responses and to be equivocal about item responses also emerged. A separate factor representing a strongly negativistic response tendency was found. In addition, the expected liberal conservative factor appeared as did a factor indicating that logical reversal of items is ineffective. (Author/CTM)

ED 185 143 UD 020 202

Hale, Janice

Exploratory Reflections on Childrearing in Afro-American Families.

Pub Date- 78
Note-14p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*African Culture, Black Community, *Black Culture, Black Mothers, *Child Rearing, *Cognitive Style, *Cultural Influences, Nutrition, Play, *Racial Differences

An analysis of presently existing research indicates a strong relationship between the culture of the black community (which is traceable to an African heritage), childrearing practices of black families, and the learning and expressive styles of black children. In this paper key studies are reviewed that provide information on cognitive styles and ethnic stylizations that emerge from the childrearing practices of black families. A preliminary analysis was conducted of interviews with older black women who were questioned about their own childhood memories as well as their childrearing practices. The literature and the interviews are examined in an effort to identify categories that will be useful to incorporate into observational studies of the expressive styles of black children. Variations in cognitive style between white and black children are discussed. (Author/RLV)

ED 185 164 UD 020 358

Lyon, Catherine

What Do We Know About Teaching and Learning in Urban Schools? Volume 9: New Perspectives on School District Research and Evaluation.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-41p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, *Board of Education Policy, *Decision Making, Educational Assessment, Elementary Secondary Education, *Evaluation, Evaluation Methods, *Evaluation Needs, Program Evaluation, *School Districts, School District Spending, *Urban Schools

The Center for the Study of Evaluation's project, Evaluation and School Districts, used questionnaires to survey the heads of evaluation offices in metropolitan public school systems. This paper presents the preliminary findings of the survey. Most school systems have established a centralized program evaluation unit organized around three functions: administration, instruction, and support services. Evaluation units have little, if any, authority over administrative or instructional personnel. Reports produced by these units rarely offer recommendations or suggestions and few are involved in decisionmaking. In terms of school district and evaluation unit budgets, there is some relationships of money to enrollment. Evaluation unit directors feel that their personnel resources and budgets to meet Federal, State, and local requirements are inadequate. Testing was identified as the favored method for collecting data. Both norm and criterion referenced testing programs were used to report student achievement of instructional objectives. Evaluation units are typically not directly linked to either decisionmaking or instructional objectives. (Author/MK)

ED 184 946 SO 012 480

Seif, Elliott

Learning Activity Packets for High School Social Studies, American Studies, American History and Low Achieving and Low Achieving Students. Course II.

Urban Career Education Center, Philadelphia, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-May 74

Note-154p.; For a related document, see SO 012 479. Not available from EDRS in paper copy due to light and broken print type of original document.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Studies, Citizenship Education, Civil Rights, Educational Objectives, History Instruction, Individualized Instruction, *Learning Activities, *Low Achievement, North American Culture, Secondary Education, *Social Studies, United States History, Units of Study

Social studies readings and activities designed primarily for low achieving students are presented. Objectives are to help social studies classroom teachers develop goals which are clear to students, suggest activities which work toward stated goals, offer evaluative measures particularly designed for low achieving students, and present readings which relate American historical and cultural ideas to the students' lives. Materials and activities are organized arouqd the following topics: Constitutional rights, protest and dissent, political parties, organized groups, and influences on thinking and attitudes. In addition to describing each topic, information is presented on skills and tools needed for the uqit and general unit objectives. Activities involve students in reading case studies, answering questions which are based on the case studies, defining and learning vocabulary words and phrases, discussing ideas in class, analyzing articles from newspapers and magazines, filling in blanks, surveying community members regarding

political activism, and simulating situations such as city council meetings and community gatherings. (DB)

ED 185 010 SP 015 744

Houston, Robert And Others

Synthesis and Analysis of Data. Volume II. Corpsmember Training Institute. Teacher Corps 1977.

Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Mar 78
Contract-300-77-0156
Note-258p.
Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Attitude Change, *Change Agents, *Inservice Teacher Education, Multicultural Education, *Participant Characteristics, Program Effectiveness, *Teacher Attitudes, Teacher Behavior, *Teacher Workshops, Training Objectives
Identifiers-*Teacher Corps

This document is primarily intended as a companion piece to Volume I, which is entitled Description of CMTI. The first volume is, essentially, a description of the 1977 Teacher Corpsmember Training Institute, while the second volume is an analysis of the data contained in the first document. Volume Two is divided into four parts. Chapter One is a description of the data collection instruments and procedures. Chapter Two describes the participants in the institute in terms of personal characteristics and educational attitudes. Chapter Three is concerned with the organization of the CMTI, and Chapter Four focuses on the impact of CMTI on participants' other professional educational activities. (LH)

Smink, Jay

Consultant/Linker Knowledge and Skills Inventory.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
Pub Date-Feb 79
Note-14p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, *Competence, *Consultants, Elementary Secondary Education, Interprofessional Relationship, *Job Skills, *Knowledge Level, Rating Scales, *Self Evaluation (Individuals)
Identifiers-*Consultant Linker Knowledge and Skills Inventory

The Consultant/Linker Knowledge and Skills Inventory is used to assess both existing and needed levels of knowledge and skills for consulting with school staff. The inventory is self-administered, and requires 20 to 30 minutes to complete. For each item, knowledge and skill are rated low, medium, or high; and need for improvement is rated none, low, or high. Ten clusters, each containing five to ten items, are included: (1) listening and speaking skills; (2) facilitating skills; (3) diagnosis and problem solving; (4) resource acquisition and utilization; (5) conflict management and analysis; (6) evaluative ability; (7) management, organization, and planning; (8) implementation of a planned change; (9) dissemination and marketing; and (10) survival during the change. (GDC)

ED 185 206 UD 020 488

Anwar, Muhammad

Who Tunes in to What? A Report on Ethnic Minority Broadcasting.

Commission for Racial Equality, London (England).

Pub Date-May 78

Note-106p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Acculturation, Foreign Countries, *Mass Media, *Minority Groups, Popular Culture, *Programing (Broadcast), *Radio, Television Research, *Television Viewing

Identifiers-*Asians, *England (Leicester)

This study was undertaken to determine how the press and broadcasting media report issues pertaining to ethnic minorities and race relations, and the extent to which ethnic minorities are given the opportunity to use these channels for information, entertainment, and cultural satisfaction. A sample of 1,192 Asians living in the Leicester City District area was interviewed concerning radio listening and television viewing patterns. Results are reported by specific programs, and by sex and demographic characteristics of the listeners/viewers. Specific needs of Asians living in England are identified, and the role the media can play in meeting these needs is discussed. Sweden's efforts in providing special programs for ethnic minority groups are compared to those in England. Finally, recommendations are made for improving broadcasting for ethnic minorities. Appendices include tables, descriptions of Asian language programs, selections from Report of the Committee on the Future of Broadcasting'' (London, 1977), and the interview schedule used in the study. (RLV)

ED 184 908 SO 011 929

Brown, Carlton E.
The True Purposes of Multicultural Education.
New England Teacher Corps Network, Portsmouth, N.H.
Pub Date- 76
Note-9p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beliefs, Cultural Awareness, Cultural Education, *Educational Assessment, *Educational Needs, *Educational Objectives, *Educational Philosophy, Educational Research, Educational Trends, Elementary Secondary Education, Ethnic Studies, Literature Reviews, *Multicultural Education, Opinions, Racial Attitudes, Relevance (Education), Social Change, Values

Purposes for multicultural education in recent educational literature are reviewed and a transformist conception of multicultural education is expounded. A review of educational literature published since 1968 indicates that several objectives have been touted as core purposes for multicultural education. These include developing student uqderstanding and appreciation of various racial and ethnic groups, correcting misconceptions of the cultures and histories of ethnic groups, removing racial and ethnic prejudices, and incorporating existing ethnic cultures into the mainstream of American socioeconomic and political life.

Because the author believes that none of these is the true purpose of multicultural education, he proposes a transformist conception of multicultural education defined as underlying attitudes which encourage schools to change so that the educational process will be more meaningful and useful to the poor and disenfranchised and will provide students with a sense of social and political power. Major assumptions of this transformist conception are that American society perpetuates economic, political, and social inequalities by race and social class and that public education promotes this inequality. Suggestions for changing public education along lines dictated by a transformist conception include reorganizing the curriculum and structure so that members of poor and nonwhite communities are provided with access to social influence and power redistribution. (DB)

ED 184 927 SO 012 442

Hymel, Glenn M.

A Model for Facilitating LEA/University Cooperative Efforts.

Pub Date-10 Apr 80

Note-16p.; Paper presented at Annual Meeting of the American Educational Research Association (Boston, MA, 1980).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, Educational Needs, Elementary Secondary Education, Higher Education, *Institutional Characteristics, Interdisciplinary Approach, Literature Reviews, *Models, Problem Solving, Program Descriptions, School Community Relationship

The potential of cooperative efforts between universities and local education agencies is examined and a model for facilitating school/university partnerships is presented. The model is based on cooperative experiences of the Center for Educational Improvement at Loyola University (LCEI), New Orleans, and public and parochial schools in the New Orleans area. The paper is presented in five sections. Section I explains the relationship of the LCEI to the New Orleans Public School System (NOPSS) and the New Orleans Archdiocesan School System (NOADSS). The relationship is based on the school systems relaying concerns to LCEI so that it can analyze the problems and direct university resources to the most pressing problems. Section II identifies major functions of LCEI school and teacher improvement, research and evaluation, and communication via a liaison role. Section III outlines LCEI objectives and corresponding activities. Objectives include improving education in New Orleans in general and in inner-city schools in particular, providing faculty development workshops, offering credit hours for professional education courses, and communicating with schools regarding needs assessment. Section IV explains LCEI's administrative hierarchy. The final section points out the significance of LCEI/school cooperation and explains how a model based on this cooperation can be generalized to other settings. (DB)

ED 184 983 SO 012 532

Kothari, Rajni

Towards A Just World. World Order Models Project. Working Paper Number Eleven.

Institute for World Order, New York, N.Y.
Pub Date-80
Note-45p.
Available from-Institute for World Order, 777 United Nations Plaza, 5th Floor, New York, NY 10017 ($1.50, quantity discounts available)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Agents, *Change Strategies, Cooperation, Developed Nations, *Developing Nations, *Futures (of Society), *Global Approach, Human Dignity, Non Western Civilization, *Social Change, Social Influences, Western Civilization, World Affairs
Identifiers-Dialectical Thought

Global interaction during the 19th and 20th centuries is examined by using an historical dialectic approach. Intervention is suggested in world affairs that will promote cooperation between developing and industrialized nations. The dialectical approach maintains that the status quo is constantly moving toward upheaval as a result of pressure for change emanating from inside the system. The author maintains that developing nations are exerting pressure on the western-dominated social system through demands for reform based on national sovereignty and autonomy. The hypothesis is that this western domination of global political, economic, cultural, and ideological affairs over the past several centuries has deprived people in developing nations of freedom and dignity. This domination is interpreted to have taken various forms including economic imperialism, political subjugation, and global management through cooperation among western nations. People interested in rectifying western domination should identify specific issues around which intervention can be initiated (such as development, peace, anti-militarism), envision desired future developments (such as socialist transformation), conceive relevant strategies for moving toward the envisioned future (such as international economic participation), and generate the necessary interventions from a variety of locations and in a variety of ways (such as encouraging countries to support international order). (DB)

ED 185 144 UD 020 203

Barbarin, Oscar And Others

Experience of Community Life: Applying an Open-System Model of Community.

Pub Date- 78

Note-15p.; For related documents see UD 020 192-209 and ED 181 100

Available from-Not available separately; See UD 020 192

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Blacks, *Citizen Participation, *Community Action, Community Involvement, *Commuqity Satisfaction, Human Services, Informal Organization, Information Utilization, *Problem Solving, Racial Differences, Whites

Identifiers-*District of Columbia

An open system model is applied to assess individual experience of community life. It was predicted that the racial composition of the community and the involvement of individuals in the community would affect perceptions of community culture (community strengths, deficits, support, and satisfaction) and community processes (problem solving, information dissemination, power/influence, and resource utilization). Service providers, active, and inactive citizens from a predominantly black and a predominantly white community were interviewed and differences were obtained with respect to racial composition on culture and process variables. Blacks reported more frequent and distressing problems, cited fewer alternatives in problem solving, and tended to rely more heavily on informal and personal support networks than white respondents. Significant differences were found with respect to role, with service providers citing more strengths and deficits, indicating a higher level of satisfaction, using more services, and relying more on formal resources to solve problems than did citizens. Active citizens were better able to combine the use of formal and informal resources than both service providers and inactive citizens. (Author/RLV)

ED 185 227 UD 020 533

Estes, Nolan

A Dallas Story.

Pub Date-Dec 79

Note-13p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).

Available from-Not available separately; See UD 020 524

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Change Strategies, *Cultural Pluralism, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, Multicultural Education, Needs Assessment, Program Descriptions, *Program Development, *Urban Education

Identifiers-*Texas (Dallas)

The East Oak Cliff Subdistrict in Dallas has sought to improve its educational program through a commitment to making the pluralistic setting of the urban school an asset. The major goals of the district are to create a school and community climate which affirms education and multicultural experiences; to implement a more effective delivery system to ensure mastery of basic academic and social skills; to develop a community outreach and involvement program which maximizes the home-school partnership; and to reach accountability. To facilitate these goals the district uses a governance system in which the administration, in conjunction with the staff, sets building goals. There is a regular assessment of building needs, and a leadership team meets with the associate superintendent. To prepare administrators for making changes, a leadership program has been developed. Community involvement is obtained through such methods as a community convocation and lecture series and cooperation in a pilot program on racism. Special programs are used to extend learning experiences for students, including a program for identifying gifted and talented children, cooperation with a local college, and establishment of cultural heritage centers. A team of instructional facilitators has also been used to help individual schools. (Author/MK)

ED 184 965 SO 012 509

Simpkins, Beverly

Ethnic Studies Activities for Bicentennial Celebration in the Classroom.

Michigan Ethnic Heritage Studies Center, Detroit.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-39p.; For related documents, see SO 012 507-514.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Activities, Elementary Education, Ethnic Groups, *Ethnic Studies, Interdisciplinary Approach, Learning Activities, Reading, Social Studies, Teacher Developed Materials

Identifiers-Ethnic Studies Heritage Program Act

Compiled by a teacher, this handbook will serve as a guide to elementary teachers who want to provide students with an understanding of their American heritage. Classroom activities for use in a reading or social studies lesson are described. The activities are many and varied and include the following: developing a family tree; making a sandwich board using posterboard with some design or picture on the front to represent their group; constructing a time line; making a bulletin board which outlines the reasons people move from one place to another; learning how to examine old newspapers, deeds, county records and other local history sources; and taking field trips. To encourage students to learn about the customs of many different ethnic groups, the handbook suggests that teachers sponsor an ethnic festival. Specific suggestions for involving all the faculty including the math, gym, art and science teachers are provided. The publication ends with a short listing of additional resources and books. (Author/RM)

ED 185 011 SP 015 747

Evaluating Teacher Education. 1975 CMTI Impact Study.

Nebraska Univ., Omaha. Teacher Corps Recruitment and Technical Resources Center.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Sep 76
Contract-300-75-0100
Note-102p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavior Patterns, Educational Policy, *Evaluation Methods, *Group Dynamics, Interaction, Preservice Teacher Education, Program Development, *Program Evaluation, *Socialization, Teacher Attitudes, *Teacher Education, Training Objectives
Identifiers-*Teacher Corps

These technical papers examine alternative approaches to the evaluation of inservice and preservice training programs for Teacher Corps interns. The first paper explores the theoretical and practical consequences in conceptualizing teacher education as a socialization process. In the second, the suggestion is made that to uqderstand the socializing impact of a teacher training event, it may be necessary to have as full a description of that event as possible, and offers ways in which this may be obtained. An argument is made in the third paper that current standard evaluation methods are not appropriate for illuminating many features of an event in teacher education. The final paper explores the problems experienced by contractual evaluators of teacher education programs, raising the ethical and political questions with which they are faced. (JD)

ED 185 035 SP 015 842

Kline, William A.

Social Process Model for Teacher Preparation.

Pub Date-79
Note-27p.; Paper presented at the National Conference of the National Council of the Social Studies (1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Environment, *Educational Research, Experimental Programs, *Game Theory, Independent Study, Interaction, Models, *Social Structure, Social Studies, Student Motivation, *Teacher Behavior, *Teacher Education
Identifiers-Social Process Model

This paper describes an experimental teacher education program organized in terms of the social process model,'' a theory of educational interaction that stresses: 1) the ecology of social environments; 2) the rules and roles involved in given social episodes; and 3) the status of social episodes as interpersonal games. Classrooms are defined as culturally-based social ecologies, with standardized rules and norms necessary for interaction. A game model is used to analyze behavior in terms of participants' attempts to maximize chances of winning and avoiding losing within the social context of the classroom. The model suggests that the exploration of social structures in schools and classrooms is an essential component of preservice as well as inservice teacher education. (LH)

ED 185 102 TM 800 111

Niebuhr, Bruce R. And Others

A Structured Interview for the Selection of Physician's Assistant Students.

Pub Date- 77

Note-8p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Admission Criteria, Allied Health Occupations Education, College Admission, *College Entrance Examinations, Empathy, Grade Point Average, Higher Education, *Interviews, Personality Measures, *Physicians Assistants, Rating Scales, *Reliability, *Validity

Identifiers-Hogan Empathy Scale, Nelson Denny Reading Test, Otis Quick Scoring Mental Ability Tests, University of Texas Medical Branch Galveston

To improve the reliability of selection interviews, the faculty of the University of Texas Medical Branch physician's assistant program developed a structured fourteen-category interview. The thirty-minute interview was used to select from 94 applicants; each applicant was interviewed three times and independently rated on a five-point scale of acceptability. The Hogan Empathy Scale, the Nelson-Denny Reading Test, and the Otis Mental Ability Test were also administered. Results supported the reliability of the interview. Its concurrent validity was indicated by a significant correlation with the Hogan Empathy Scale. The Hogan Empathy Scale was not considered to be a feasible selection instrument by itself; however, it was recommended as the type of personality inventory which could be used to assess the concurrent validity of selection interviews. (The fourteen interview categories are appended, and include: initial interest in career; career goals; most and least attractive aspects of the career; previous experience; interest in other programs or fields; financial plans; family support; feelings about the physicians-assistant relationship; outside interests; expectation of program; and expected salary as a physician's assistant). (Author/GDC)

ED 185 123 TM 800 350

Gorth, William Phillip Perkins, Marcy R.

A Study of Minimum Competency Programs. Final Comprehensive Report. Vol. 1. Vol. 2.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency-National Inst. of Education (DHEW).

Pub Date-Dec 79

Contract-400-79-0003

Note-756p.; For related documents, see TM 800 351-353.

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF04/PC31 Plus Postage.

Descriptors-Academic Standards, Court Litigation, Disadvantaged, Educational Objectives, Educational Trends, Elementary Secondary Education, Minimum Competencies, *Minimum Competency Testing, *National Surveys, Program Administration, *Program Descriptions, Program Evaluation, Program Implementation, *School Administration, School Districts, State Legislation, *State Programs, State School District Relationship, *Testing Programs

The status of minimum competency testing programs, as of June 30, 1979, is given through descriptions of 31 state programs and 20 local district programs. For each program, the following information is provided: legislative and policy history; implementation phase; goals; competencies to be tested; standards and standard setting; target groups and testing schedule; government agent responsible for test selection or development, administration, scoring and analysis; reporting audiences; implications for students and programs; provisions for special populations; staffing; funding; program evaluation; future directions; and contact person. The following state programs are described: Alabama, Arizona, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Utah, Vermont, and Virginia. The following district programs are described: Santa Clara County, California; Denver, Colorado; Hillsborough County, Florida; Thomas County, Georgia; Gary, Indiana; Bettendorf, Iowa; Columbus, Kansas; Fitchburg, Massachusetts; Detroit, Michigan; Lawton, Michigan; Omaha (Westside Community Schools), Nebraska; Peterborough (Contoocook Valley ConVal), New Hampshire; Charlotte-Mecklenburg, North Carolina; Rocky River, Ohio; Portland (Parkrose), Oregon; Salem, Oregon; Houston, Texas; South Burlington, Vermont; Orange County, Virginia; and Kanawha County, West Virginia. (CP)

ED 185 165 UD 020 359

Stallings, Jane A. Hentzell, Shirley W.

What Do We Know About Teaching and Learning in Urban Schools? Volume 10: Effective Teaching and Learning in Urban Schools.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-159p.; Paper prepared for the Urban Education Program, CEMREL, Inc.'s National Conference on Urban Education (St. Louis, MO, July 10-14, 1978). For related documents see UD 020 351-361 and UD 020 363.

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Academic Achievement, Basic Skills, Classroom Environment, *Classroom Techniques, Economically Disadvantaged, Elementary Secondary Education, Literature Reviews, *Student Characteristics, Teacher Role, *Teaching Methods, *Urban Schools, Urban Youth

Identifiers-California Early Childhood Education Program, *Follow Through, Planned Variation

This paper focuses on instructional processes and the interactions of students and teachers found to be associated with higher achievement in the basic skills of students in urban schools. Current knowledge regarding the effects of particular classroom processes (instructional and organizational) is reviewed. The Follow Through'' program, begun in 1967 and designed to explore different approaches to improving the educational achievement of economically disadvantaged children, is discussed. On the basis of results from a number of the program's experimental sites, it is concluded that what occurs within a classroom does contribute to achievement in basic skills, good attendance, and desired childhood behaviors. A review of the California Early Childhood Education Program follows. Achievement data are presented for participating kindergarten through third grade students, and some conclusions regarding the effectiveness of individualized instruction are drawn. Another study on the teaching of basic reading skills in secondary schools is also described in depth. Data on student demographic characteristics, behavior, and academic performance, and on the inservice teacher training component of this program are provided. Finally, several other studies on achievement in relation to sex differences and cultural background are briefly reviewed. A bibliography is attached. (GC)

ED 185 186   UD 020 422

Teaching and Learning Models for Mathematics and Reading. E.S.E.A. Title IV-C, Final Evaluation Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Jan 80
Note-50p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Elementary Secondary Education, *Individualized Instruction, Inservice Teacher Education, Low Achievement, *Mathematics, Parent Attitudes, Parent Participation, *Program Evaluation, *Reading, Semantic Differential, *Student Attitudes, Teacher Evaluation
Identifiers-District of Columbia Public Schools, *Elementary Secondary Education Act Title IV C

Approximately 400 students in grades six through nine, many of whom were low achievers, participated in the Teaching and Learning program. The program was based on commercially developed curricula and implemented using principles of individualized instruction. Instruction was characterized by diagnosis and assessment, sequenced objectives, criterion referenced tests and continuous record keeping. Teachers received in-service training on implementation of the curricula. Parents were offered training in helping with their children's homework. The goal of the program was to increase achievement levels and positive attitudes toward reading and mathematics. The following conclusions were drawn from the evaluation: (1) math and reading gains were made by participating students; (2) students' attitudes measured by the semantic differential did not significantly change, but were thought to be good at the outset of the program; (3) teachers participated in activities to increase their competence in managing multi-level instruction; (4) teachers perceived their competence as improved; (5) parental involvement could not be measured although those who participated in homework workshops felt the training benefitted their children. Tables of data and evaluation instruments are appended. (Author/MK)

ED 184 886 SE 030 561

Davis, Robert B.

Cognitive Models of Algebraic Thought.

Illinois Univ., Urbana. Computer-Based Education Lab.

Pub Date-Apr 80

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Algebra, *Cognitive Processes, Elementary Secondary Education, Information Processing, *Learning Theories, *Mathematics Education, Problem Solving, Research

Human information processing is analyzed in terms of eight fundamental concepts: procedures, operations on procedures, frames, planning language or meta-language, heuristics, knowledge in other forms, critics, and pointers. Examples of this processing are given. (MK)

ED 185 060 TM 800 040

Pilot Student Assessment Program 1st Year Progress Report 1979.
Kansas State Dept. of Education, Topeka.
Pub Date-79
Note-46p.
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Criterion Referenced Tests, *Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Minimum Competency Testing, *Reading Achievement, *Secondary School Mathematics, *State Programs, Testing Programs
Identifiers-Kansas

The activities and results of the first year of a two-year student assessment pilot program are described, based on a 1978 mandate by the Kansas Legislature requiring the development of minimum competency objectives in the areas of reading and mathematics for students in grades 2, 4, 6, 8, and 11 and instruments for assessing those competencies. During the first year, the objectives were developed and criterion-referenced tests were administered to a stratified random sample of 4,635 students. Cautions regarding interpretation of these preliminary data are given. Lists are provided of those objectives for which the sample had the greatest success or greatest difficulty. (A few sample items and all the objectives for each grade level are appended). (Author/CTM)

ED 184 947 SO 012 481

Social Studies Subgoals and Suggested Essential Student Objectives.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-80
Note-30p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, Critical Thinking, *Curriculum Development, Elementary Secondary Education, Interpersonal Competence, Self Actualization, Skill Development, *Social Studies, *State Standards, *Student Development, *Student Educational Objectives, *Student Needs
Identifiers-Texas

The document outlines specific goals of a social studies program (K-12) that are consistent with the generalized goals for education of the State Board of Education in Texas. Prior to presenting these goals, the purposes, method of development of the objectives, and the goals for public school education are outlined. General goals are categorized according to intellectual discipline; economic and occupational competence; citizenship and political competence; physical and environmental health; appreciation of culture; and interpersonal competence. Three subgoals for the social studies are broken down into sections which list skills relevant to the subgoal. Subgoal I states that the social studies program will help students acquire factual and generalized knowledge of people and their environments. Separate sections stress knowledge of the American economic system; the history of Texas, the United States, and the world; local, state, national, and other political systems; world geography; and psychological, sociological, and cultural factors affecting human behavior. Subgoal II focuses on helping students develop and examine their own and others' values and attitudes. Sections emphasize development of self-respect and respect for others; commitment to democratic beliefs, human freedom, and personal responsibility; and positive support for the American economic system. Subgoal III concerns development of skills necessary for understanding and interacting with different environments. Separate sections discuss helping students obtain and analyze information from various sources; apply historical and social science facts, concepts, rules, and generalizations; and understand the reasoning process. (KC)

ED 185 081 TM 800 074

Eaton, Warren O.

Defensiveness Effects on Sex Differences in Children's Test Anxiety.

Pub Date-4 May 79
Note-12p.; Paper presented at the Annual Convention of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1979). Marginally legible due to faint and broken type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correlation, Elementary Secondary Education, Foreign Countries, Personality Measures, Response Style (Tests), Self Evaluation (Individuals), *Sex Differences, *Test Anxiety
Identifiers-*Defensiveness, Lie Scale for Children, *Lying, Mexico, Test Anxiety Scale for Children

Relationships among the Test Anxiety Scale for Children (TASC), the Lie Scale for Children (LSC), and sex were estimated from a pooled sample of 1,755 children in grades 1 to 10. Defensiveness and test anxiety showed equally strong sex differences; sex effects in test anxiety were not completely attributable to sex effects in defensiveness, but sex differences in defensiveness did magnify sex effects in test anxiety. Cross-lagged analysis of longitudinal data suggested that defensiveness had a causal impact on reporting of test anxiety, especially for boys. (Author/GDC)

ED 185 207 UD 020 489

Rossell, Christine H.

Social Science Research in School Desegregation Cases: A Critical Review.

Pub Date-Apr 80
Note-59p.; Paper prepared for the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Courts, *Desegregation Litigation, Equal Education, Equal Protection, *School Desegregation, *Social Science Research
Identifiers-Evidence, Social Justice

Because educational equity is a developing area, courts have little precedent to guide rulings. Extra-legal evidence may help in deciding what the law is. Social science evidence is also invited by the courts because educational equity law is purportedly an instrument of social change. The sophistication of social science research, as well as the qualifications of testifying experts, varies greatly. Some confusions about the role of social science in court cases may result from the fact that the bulk of expert testimony is contributed by educational practitioners drawing conclusions and making inferences rather than by social scientists testifying about their research findings. Social science has influenced the development of educational equity law by identifying and clarifying important issues, by providing consensual factual information, and by instructing the courts on how to analyze the salient issues. Legal opinions often indicate that the courts have adopted the social science mode of reasoning and the findings that follow and have chosen one social science claim over another. Even when social science research merely corroborates a judge's priori preference, such evidence can still influence a decision. In some cases, social science may provide the court with the necessary intellectual justification for a decision that cannot be justified only on legal grounds. (Author/MK)

ED 184 887 SE 030 567

An Annotated Bibliography of Children's Literature Related to the Elementary School Mathematics Curriculum.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date-Sep 79

Note-52p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Annotated Bibliographies, Biographies, Computers, Elementary Education, *Elementary School Mathematics, Geometry, Graphs, Mathematical Enrichment, *Mathematics Curriculum, *Mathematics Instruction, Measurement, Number Concepts, Probability, Set Theory

This bibliography is an effort to sort through the mathematical literature that is available. It categorizes the books into the main strands found in most elementary mathematics curricula or scope and sequence charts. Those strands are: sets and numbers; measurement and geometry; and graphs, fuqctions, and probability. These are supplemented in this bibliography with three other categories: calculators and computers; general knowledge; and biographies and personalities. In an attempt further to refine the list for easier reference, each of the categories is divided into pre-primary, primary, intermediate, and adult resource areas. (Author/MK)

ED 184 909 SO 011 956

Barna, LaRay M.

How Culture Shock Affects Communication.

Pub Date-76

Note-20p.; Paper presented in the Distinguished Scholar's Program at the Communication Association of the Pacific Annual Convention (Kobe, Japan, June 19-20, 1976).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Arousal Patterns, Behavior Change, *Culture Conflict, Emotional Response, Identification (Psychology), *Novelty (Stimulus Dimension), *Physiology, *Psychological Patterns, Social Differences, Social Environment, *Stress Variables

The paper defines the term culture shock'' and discusses the changes that this state can make in a person's behavior. Culture shock refers to the emotional and physiological reaction of high activation that is brought about by sudden immersion in a new culture. Because one's own culture shields one from the unknown and reduces the need to make choices or defend values, entrance into a new culture takes the body out of its resting state and the tension level (physical and mental readiness to cope with the situation at hand) rises. Physiologically, new stimuli that can't be classified signal to the cortex of the brain an alteration in the environment. An orientation response is triggered: extra adrenalins and nonadrenaline pour into the system, general muscle tone rises, pupils of the eyes dilate, sense organs are directed toward the incoming stimuli, and hands sweat. If the tension level is prolonged, fatigue and feelings of anxiety result. The body becomes ill unless conscious or unconscious protective measures are taken. Common symptoms of culture shock include withdrawal or a hostile and aggressive attitude, a longing for home, abnormal concern over minor things.

ED 184 928 SO 012 443

Bradshaw, Dan F.

The Russians are Coming! The Russians are Coming!...Aren't They? Using the Foreign Diplomatic Community in the College Classroom''.

Pub Date-80

Note-11p.; Paper presented at Annual Meeting of the Missouri Valley History Conference (23rd, March 6-8, 1980). Not available from EDRS in paper copy due to fading ink throughout original document.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Course Descriptions, Diplomatic History, Educational Practices, *Foreign Diplomats, Higher Education, *International Relations, Political Science, *Teaching Methods

Participation by foreign diplomats in college level international relations courses is discussed. Emphasis is placed on how to locate diplomats, finance their visits, prepare students to interact intelligently with the diplomats, integrate diplomats into class activities, and avoid pitfalls associated with using diplomats in the classroom. Data are based on a survey of all embassies, legations, and missions listed in the Diplomatic Directory'' and on personal experience using foreign diplomats in courses on the Middle East, the crisis in Northern Ireland, and international terrorism. Findings indicated that, in general, embassies are receptive to invitations from colleges and universities. About half of all embassies which indicated they were willing to participate in college classroom activities indicated that they expected to pay all expenses for their personnel. Suggestions for increasing the success of a diplomat's visit include planning the visit and agenda far in advance, allowing for fluctuations

ED 184 984 SO 012 534

Sloan, Douglas, Ed.
Education and Values.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date-80
Note-279p.
Available from-Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($8.95)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Democratic Values, Educational History, *Educational Philosophy, *Educational Practices, *Educational Principles, *Educational Theories, Elementary Secondary Education, Ethics, Higher Education, Humanism, Humanistic Education, Sciences, Social Values, United States History, *Values
Identifiers-James (William)

Twelve essays examine the relationship between knowledge and human values and the implications of this relationship for education, particularly at the university level. Authored by professors of philosophy, intellectual history, theoretical physics, Judaic studies, political theory, social ethics and religion, the essays call for a new approach which reestablishes imagination, insight, intuition, and human values at the heart of reason. Topics include the significance of insight for science; the Western mind set and its influence on education; tacit knowledge as a rationale for liberal education; and democratic values and educational aims. Also, the ideal of a personalistic philosophy aimed at orchestrating the value experiences in life; education as acculturation and exploration; a methodology of teaching about the Holocaust; and the present state of universities as a result of being supported more by governmental grants than private grants are discussed. Other essays analyze the often neglected third dimension of education: developing the self-control and self-knowledge

ED 185 036 SP 015 844

Blanchard, B. Everard
Educational Leadership in Teacher Education.
Pub Date-Oct 79
Note-19p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Responsibility, Administrator Role, *Deans, *Educational Administration, Educational Improvement, Higher Education, *Leadership Responsibility, *Preservice Teacher Education

A total of 12,194 faculty members at institutions awarding degrees in education participated in a survey investigating the role of the dean as an educational leader within the university. A rating scale of twenty-one leadership characteristics, developed specifically for this research, yielded statistical information about the attitudes of college and university faculty towards the role and responsibility of educational administrators. Results indicate that faculty members tend to feel that deans of education lack the willingness and the knowledge to provide effective professional leadership, especially with regard to the prompt and timely dissemination of educational research findings. (LH)

ED 185 145 UD 020 204

Savage, James E., Jr.
Separation and Its Effects on Female Prisoners and Their Children.
Pub Date- 77
Note-15p.; For related documents see UD 020 192-209 and ED 181 100
Available from-Not available separately; See UD 020 192
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Affection, Affective Behavior, *Black Mothers, Correctional Institutions, *Mother Attitudes, *Parent Child Relationship, *Prisoners
Identifiers-Separation Attachment Apperception Test

Black female prisoners' perceptions of their separation from their children were examined. A 100-item questionnaire, using a Transactional Analytical approach, and eight cards from the Separation-Attachment Apperception Test (SAAT) were administered to female prisoners. Prisoners were residents of a Federal and a State penal institution. Descriptive data revealed that imprisoned mothers perceived themselves as loving, warm, nurturant, and dependent. Commuqication between mothers, children, and guardians was viewed as being present but garbled. Feelings of despair and depression pervaded most stories to the SAAT. New approaches to female correctional programming were discussed. (Author)

ED 185 228 UD 020 534

Reville, Eugene T.
A Buffalo Story.
Pub Date-Dec 79
Note-32p.; For related documents see UD 020 524-537. Paper presented at the Conference for Urban Educators (Madison, WI, 1978).
Available from-Not available separately; See UD 020 524
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Change Strategies, *Desegregation Methods, *Educational Innovation, Elementary Secondary Education, *Magnet Schools, *Nontraditional Education, Program Descriptions, *School Desegregation, Urban Education
Identifiers-*New York (Buffalo)

The Buffalo Public Schools have developed magnet schools to aid desegregation plans and to provide for different student needs and learning styles. The Academic Challenge Center is designed to meet concerns about declining reading and math scores. The Buffalo Traditional School emphasizes traditional learning styles and puts a high priority on personal discipline, high academic standards, the basic subject areas, and competitive sports. Campus East stresses clearly defined expectations, rules, and parent involvement. Campus West operates in cooperation with the State University College Learning Laboratory and emphasizes use of new instructional methods and development of instructional materials. In Follow Through, classrooms are organized as learning centers and parents are actively involved as aides, volunteers, and advisory council members. Build Academy seeks effective community participation in academic planning. The Bennet Park

ED 184 966   SO 012 510

Travalini, Paul, Comp. Stavros, Gwen

An Ethnic Studies Library.

Michigan Ethnic Heritage Studies Center, Detroit.

Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date-75

Note-15p.; For related documents, see SO 012 507-514.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies, Anthologies, Elementary Secondary Education, Essays, Ethnic Groups, Ethnicity, *Ethnic Studies, Folk Culture, Higher Education, Immigrants, Primary Sources, Research Reports, *Teacher Education

Identifiers-Ethnic Heritage Studies Program Act

This annotated bibliography of ethnic studies materials is intended to be used in conjunction with a teacher education program. The collection of selected materials is designed to help elementary, secondary, and college teachers gain a greater understanding of the ethnic experience in the United States. Some of the items may also be used with senior high school students. Some materials deal with ethnicity in general and others with specific ethnic groups. Essays, anthologies, research

ED 185 012 SP 015 749

Calder, Mary And Others

An Exploratory Study of the Possible Relationships between Teacher's Mood and Teacher's Supportive Instructional Behavior. Volume I: Research Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report NO.-IRDT-79-8

Pub Date-79

Contract-NE-C-00-3-0108

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Grant-OB-NIE-G-78-0103; OB-NIE-G-78-0203

Note-185p.; For related document, see SP 015 751. Research prepared by the Vermont Interactive Research and Development on Teaching Team.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Affective Behavior, *Classroom Environment, Classroom Techniques, Educational Research, Elementary School Teachers, *Interaction, Research Methodology, *Responses, Student Behavior,

ED 185 061 TM 800 042

Hubbs-Tait, Laura And Others

Qualitative Differences between Thirteen- and Eighteen-Year-Olds on a Nonverbal Problem-Solving Task.

Pub Date- 79
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Age Differences, *Cognitive Development, Cognitive Processes, *Developmental Stages, Higher Education, Junior High Schools, *Nonverbal Tests, *Problem Solving
Identifiers-*Piagetian Stages, Raven Progressive Matrices

A study of the responses made to problems selected from Raven's Progressive Matrices showed differences in the kinds of errors typically made by eighteen-year-old students. Nine problems were used and the 68 subjects were told to draw their answers on the answer sheets. There were two trials per puzzle. A classification system, devised for errors, included categories of failure to understand the principle underlying the puzzle and errors due to incomplete application of the correct principle. Thirteen-year-olds' errors indicated a failure to understand the principle underlying the puzzles. Eighteen-year-olds' errors

Phillips, Phyllis P. Halpin, Gerald

The Development of More Efficient Measures for Evaluating Language Impairments in Aphasic Patients.

Pub Date- 75
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Aphasia, *Equated Scores, Language Handicaps, Language Proficiency, *Language Tests, Rating Scales, *Test Construction, *Test Reliability, Test Validity
Identifiers-*Porch Index of Communicative Ability, Test Adaptations, *Test Length

Because it generally took over an hour to administer the Porch Index of Communicative Ability (PICA), a shorter but comparable version of the test was developed. The original test was designed to quantify aphasic patients' ability level on common communicative tasks and consisted of 18 ten-item subtests. Each item resulted in a proficiency rating, ranging from one to sixteen. Two shortened versions of PICA were developed, containing five items selected from each of the original

Food and Nutrition for the 1980's: Moving Ahead. Comprehensive Plan for Implementing the National Food and Human Nutrition Research and Education and Information Programs.

Department of Agriculture, Washington, D.C.
Pub Date-Apr 79
Note-55p.; Some tables may be marginally legible due to small print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agency Cooperation, *Federal Programs, Government Role, *Information Dissemination, *Nutrition, *Nutrition Instruction, *Public Policy, *Research

This booklet outlines a plan for the delivery of human nutrition research and services, in accord with the 1977 Federal Food and Agriculture Act. Research priorities are identified as: (1) nutritional needs; (2) actual eating habits and their effects on health; (3) factors which shape eating habits; (4) production and distribution of food; (5) effects of government nutrition programs and policies on people's health and nutritional status; and (6) considerations for helping to meet the dietary needs of people in other countries. Current Federal nutrition research programs are described, as are programs for information and education. The agencies or offices responsible for each program are

ED 185 103 TM 800 112

Lindvall, C. M. And Others
Student Observational Form.
Pub Date- 74
Note-10p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment, *Classroom Observation Techniques, Elementary Education, *Independent Study, Individualized Instruction, Program Implementation, *Student Behavior, Time Factors (Learning)
Identifiers-*Individually Prescribed Instruction Program, *Student Observation Form (Lindvall), Test Manuals

Lindvall's observation system has been designed to assess elementary school students' behaviors in an Individually Prescribed Instruction (IPI) project. It measures the self-directiveness of the student by

ED 185 124 TM 800 351

Gorth, William Phillip Perkins, Marcy R.

A Study of Minimum Competency Testing Programs. Final Summary and Analysis Report.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-National Inst. of Education (DHEW).
Pub Date-Dec 79
Contract-400-79-0003
Note-45p.; For related documents, see TM 800 350 and TM 800 352-353.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

ED 185 208 UD 020 490

Greenbaum, Lenora

American Inequality: A Statistical Comparison of Relative Social Standing Among White Ethnic and Racial Minority Groups.

Pub Date- 79

Note-43p.; Not available in paper copy due to author's restriction.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Attainment, Employment Level, *Ethnic Groups.

Ability

Ability, Affect, and Children's Out of School Activity and Interest Preferences.
ED 184 698

Trainability of Abilities: Training and Transfer of Spatial Visualization. Technical Report.
ED 183 954

Ability Identification

Self-Assessment for Career Change: Does It Really Work? A Follow-up Study.
ED 183 945

Self-Assessment for Career Change: Does it Really Work? Summary Report of a Follow-up Study. Information Series No. 191.
ED 183 946

Abortions

Social and Psychological Correlates of Pregnancy Resolution Among Adolescent Women: A Review.
ED 183 990

Abstract Reasoning

The Effects of Student Engagement Rate, Formal Reasoning Ability and Locus of Control on Middle School Science Achievement.
ED 185 021

Abstracts

Investigations in Mathematics Education, Vol. 13, No. 1.
ED 184 893

Resources in Education (RIE). Volume 15, Number 8.
ED 183 715

Academic Ability

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Auto Body.
ED 183 884

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Automotive.
ED 183 883

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Child Care.
ED 183 889

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Distributive Education.
ED 183 890

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Drafting.
ED 183 885

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Food Preparation.

Affirmative Action

The Condition of Women in Higher Education: A Decade of Progress, an Uncertain Future. Background Paper.
ED 184 447

Generalized Planning Model to Achieve Equity in Corrections.
ED 184 041

Scaling the Ivory Tower in Spite of Affirmative Action Guidelines.
ED 185 213

Afghanistan

Statistical Profile of Children and Mothers in Afghanistan. Interim Edition.
ED 184 664

African Culture

Exploratory Reflections on Childrearing in Afro-American Families.
ED 185 143//

After School Programs

Differences in Academic Growth as Measured in an Extended Day Program in a Public Elementary School.
ED 184 675

Age

Age Consciousness and Political Mobilization of Older Americans.
ED 184 005

Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. Working Papers on Bilingualism, No. 19.
ED 184 334

Employment Opportunities: Older Workers versus Women, Minorities, and Younger Workers?
ED 184 030

Age Differences

Age and Residential Factors in Environmental Preference.
ED 183 983

Aging and Alienation: A Fresh Look.
ED 184 018

Children's Comprehension of Actions Depicted in Photographs.
ED 184 726

Comprehension of Before'' and After'' by the Young Child.
ED 184 727

Qualitative Differences between Thirteen- and Eighteen-Year-Olds on a Nonverbal Problem-Solving Task.
ED 185 061

Sex Role Orientation Across the Adult Life Span.
ED 183 991

Age Discrimination in Employment Act Amend 1978

Employment Opportunities: Older Workers versus Women, Minorities, and Younger Workers?
ED 184 030

Agency Cooperation

Augustine (Saint)

The Obscurantist Design in Saint Augustine's Rhetoric.

ED 184 168

Austin School District TX

Austin Independent School District School Campus Longitudinal Trends 1974-75 through 1978-79. Vol. I: Elementary Schools Allan-Lee and District Summaries: Publication Number 78.88. Vol. II: Elementary Schools Linder-Zilker: Publication Number 78.89. Vol. III: Junior High Schools and District Summaries: Publication Number 78.90. Vol IV: Senior High Schools and District Summaries: Publication Number 78.91.

ED 185 078

Australia

The Flow of American Television Materials to Australia.

ED 184 147

Open Framework Resource Kit: Section 3. Working with Individuals: Observing, Analysing and Planning for Educational Growth. Discussion Paper.

ED 184 666

Open Framework Resource Kit: Writing Plans & Evaluating. Discussion Paper.

ED 184 667

Australia (Queensland)

The Primary Itinerant Teacher Service in South-West Queensland. Priority Country Area Program Evaluation Series: Report No. 1.

ED 184 760

The Roctapus Closed-Circuit Television Program. Priority Country Area Program Evaluation Series: Report No. 3.

ED 184 762

The Secondary Itinerant Teacher Service in South-west Queensland. Priority Country Area Program Evaluation Series: Report No. 2.

ED 184 761

Authoritarianism

Children's Perceptions of Authority in Botswana and Their Antecedent Childrearing Practices and Attitudes.

ED 185 139//

Influence of Response Sets on Authoritarian and Non-Authoritarian Attitude Scales.

ED 185 122

Authors

Mississippi Writers in Context. Narrative Report of Accomplishment, July 15, 1975 through June 31, 1977.

ED 184 124

Auto Body Repairers

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Auto Body.

ED 183 884

Auto Mechanics

Design and Implementation of an Assessment Model for Students Entering

Audience Diversion Due to Cable Television: Supporting Data.
ED 184 558

Brown v Board of Education

Interface between Bilingual Education and Desegregation: A Study of Arizona and California.
ED 184 743

Budgeting

Financing Urban Schools.
ED 185 219//

Guidelines for Analysis of Health Sector Financing in Developing Countries. Volume 8: Health Sector Financing in Developing Countries. International Health Planning Methods Series.
ED 183 776

The Hidden Costs of Decline.
ED 184 231

Higher Education in Texas: Student Aid and Governance. Working Paper.
ED 184 423

Identifying and Encouraging Exemplary Projects of Academic Planning and Budgeting. Management Studies Task Force Series.
ED 184 405

The Making of a State Budget. California's 1976-77 Higher Education Budget Hearings: Issues, Analysis and Implications.
ED 184 388

The University of Alabama: A Study in Bureaucracy.
ED 184 456

Zero-Based Budgeting: Application to Chicano Studies at a Community College.
ED 184 624

Budgets

Simple Library Bookkeeping.
ED 184 547

Building Design

Accessible Buildings for People with Severe Visual Impairments.
ED 184 279

Accessible Buildings for People with Walking and Reaching Limitations.
ED 184 280

A Cost-Benefit Analysis of Accessibility.
ED 184 283

Environmental Design: Research, Theory, and Application. Proceedings of the Annual Conference of the Environmental Design Research Association (10th).
ED 184 194//

The Impact of Section 504 of the Rehabilitation Act of 1973 on American Colleges and Universities. Technical Report.
ED 184 391

Selected Bibliography on Barrier-Free Design.
ED 184 282

Building Trades

Mexican Women in the United States: Struggles Past and Present. Occasional Paper No. 2.
ED 184 772//

Chicano Studies

Zero-Based Budgeting: Application to Chicano Studies at a Community College.
ED 184 624

Child Abuse

Child Abuse Reporting: An Agenda-Setting Paradigm for Community Attitude Change.
ED 184 156

Child Advocacy

Finding Funds for Kids.
ED 184 662

Surrogate Parent Training Program: Book of Readings.
ED 184 254

Surrogate Parent Training Program: Facilitator's Manual.
ED 184 253

Child Care Act 1979

Child Care Act of 1979. Hearings Before the Subcommittee on Child and Human Development of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Sesssion on S.4 (February 6 and 21, 1979).
ED 184 715

Child Care Occupations

Design and Implementation of an Assessment Model for Students Entering Vocational Education Programs in the State of Colorado. Child Care.
ED 183 889

Pre-Employment Laboratory Education. Child Care Guidebook.
ED 183 785

Child Caregivers

What Are the Needs of Infants?
ED 184 663

Child Development

Collected Papers: Inter-Institutional Seminar in Childhood Education (8th, Ogden, Utah, August, 1979).
ED 184 690

The Conversational Unit: An Investigation of Communicative Competence in Emerging Language.
ED 184 140

Ecological Theory of Teaching. Bridging Report 3.
ED 185 016

Impact Parent Program Workshop Leader's Manual.
ED 184 691

A Longitudinal Assessment of the Psychometric Intelligence of Black Infants, Ages 22 to 41 Months.
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